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ABSTRACT

The volume gathers together in one source a collection of Kenneth Hoyt's published and unpublished speeches, articles, and papers which trace the development of Hoyt's ideas on career education. Following an introductory section, Part 2 deals with stages in the development of career education concepts: defining career education, career choice, common sense about career education, success factors of career education, the world of work as a component in career development programs, a conceptual view of career education, and differences in defining career/vocational/occupational education. Part 3 contains separate chapters directed to the parent, teacher, counselor, vocational educator role, and employer involvement in career education and the career education needs of minority, low-income, and handicapped persons. Part 4 focuses on the various challenges of career education at elementary, middle school, high school, community college, and teacher education levels. Part 5 contains chapters that examine the future of work and career education, answer the critics of career education, and evaluate career education's implications for instruction. A table of responses from educational leaders to "An Introduction to Career Education" (U.S. Office of Education draft document) is appended. (EA)

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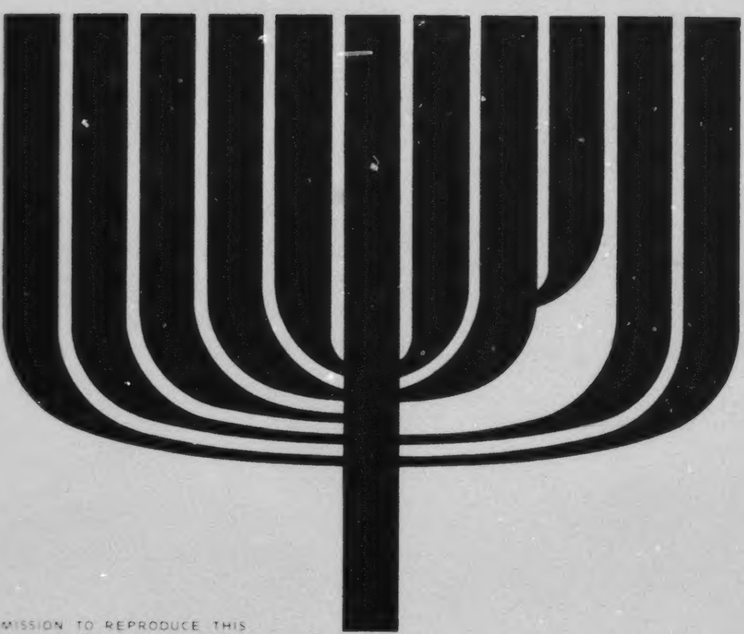

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Career Education: Contributions to an Evolving Concept

A collection of papers by
Kenneth B.
HOYT

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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Foreword

by T. H. Bell

To paraphrase what someone must have said somewhere, "a good idea has a thousand fathers, an unsuccessful one can find no one to admit parentage." Career education is an idea which has become a movement, and all who have been involved can be excused for pride in their role.

Now for the first time in the history of career education, we have a congressional mandate for it. By enacting Section 406, Title IV, P.L. 93-380, Congress has made career education a part of U.S. legislation. It is no longer simply a project of the Executive branch of our government. And for the first time in the history of career education, Congress has appropriated funds earmarked for career education. No longer do we have to rely upon funds from sources that it is only legally "permissible" to use to support career education.

For the first time in the history of career education, there is a national advisory council on career education. This council brings a wealth of prestige and valuable advice to the career education movement. Moreover, the law specifically charges it to make legislative recommendations to the Congress, based on its study of the need for and current status of career education. And for the first time in the history of career education, an active interagency team, representing the Departments of Health, Education and Welfare and of Commerce and Labor, is studying career education's needs and making recommendations regarding relationships between education and work. This joint effort cannot but give still more impetus to the career education movement.

I am further encouraged by a variety of other developments. The following are especially significant:

(1) Career education continues to find its greatest strength and most dramatic growth at the local level. The Council of Chief State School Officers estimates that almost five thousand of the seventeen thousand school districts in the United States will have active career education programs in the 1974-75 school year. Those who in the past have contended that it takes fifty years for any good idea to become common practice in American education are being proved wrong by career education. This remarkable local support for career education is its most impressive credential. It speaks loud and clear for the viability of the career education concept and for the need for career education.

(2) The increasing strength of and support for career education evident at the state level are also extremely encouraging. The Council of Chief State School Officers has passed a series of strong and positive resolutions on career education.* Six state legislatures have enacted career education legislation, and others are now considering it. More than half of the state boards of education have adopted policy statements supporting career education. More than three-fourths of our state departments of education have appointed at least one full-time professional in career education. Support for career education in state education agencies has never been stronger. It continues to grow.

(3) Nongovernmental groups continue to support and lend strength to career education; to wit:

   (a) The National Education Association, at its 1974 convention, passed a resolution supporting career education.

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*Jesser, David L., *Career Education: A Priority of Chief State School Officers* (Salt Lake City: Olympus Publishing Company, 1975).

(b) The National Youth Organizations' support is truly heartwarming and greatly appreciated.

(c) The United States Chamber of Commerce is continuing its strong and positive support.

(d) The National Advisory Council on Vocational Education put the title "Career Education" on its recently published eighth report. The monumental support that document gives to career education has already been helpful to the career education movement.

(e) The National Urban Coalition's recent conference on career education produced a series of helpful suggestions for effective delivery of career education to minority groups and low-income citizens.

More examples could be given, but even these few examples illustrate the generally positive attitudes of nongovernmental entities.

(4) In October 1974, the U.S. Office of Education adopted its own position paper on career education. Significant help was received from both state departments of education personnel and local career education coordinators in arriving at this consensus position. The paper contains a generic definition of career education. While it clearly speaks to the relationships between education and work, it leaves states and local school systems free to develop their own specific career education definitions. The centrality of work – both paid and unpaid – in this definition seems to be essential in expressing a set of goals that is consistent with both the economic and the humanistic need for work in our society today. The paper emphasizes *integration* within education and *collaboration* by the formal education system with both the business - labor - industry - professional - government community and the home and family structure. This emphasis provides us with a solid basis for career education. It is a basis that points us toward a bright future.

That success has come to career education in so short a time is the product of the minds and energies of hundreds of people – local schoolteachers and administrators, state school administrators, federal education personnel, academic theorists, students, parents, and influential community decision makers. Of them all, however, two names stand out above all the rest: Sidney P. Marland, Jr., one of my predecessors in this office, and Kenneth B. Hoyt, our current Director of the Office of Career Education in USOE. Marland put the driving force of his personality and authority behind the introduction of the concept. Hoyt provided the conceptualizing power and added to it a missionary zeal. It is probably not sacrilegious or far-fetched to describe Ken Hoyt as the St. Paul of career education. He has fleshed out a theology with definition and practical application and devoted his time at considerable sacrifice to proselytizing the concepts. No one who has enjoyed the prestige and security of being a university professor and traded it in for the terrors of the bureaucratic jungle can know the price one pays.

If one is to understand the origins and development of the career education concept, understand its applications at various levels in the education system, and forecast its future, there is no better source than the speeches, papers, and articles of Ken Hoyt as he has conceptualized and sold what increasingly has become his unique product. That is the purpose of this book.

Anyone who reads this work and follows the developmental trends of Hoyt's thoughts will recognize that career education is by no means a completed product. Optimism about the future of career education should not prevent us from recognizing the many challenges we should all be trying to meet and overcome. Those that seem particularly crucial include the following:

(1) We must balance federal funding for career education with state and local initiative in ways that will continue to make career education, like all good education, primarily a state and local matter. Let us be vigilant that career education does not become a massive federal undertaking that in effect bribes school systems to "change." The original initiative for career education came from the grass roots; it is vital that this initiative not be lost.

(2) We must communicate career education expertise in ways that will enhance and stimulate local initiative and creativity, rather than stifle them. One of the most valuable lessons career education has taught us is that both teachers and students are smarter, more innovative, and more creative than traditional approaches to education have allowed them to be. A second valuable lesson has been the great interest and enthusiasm of the business-labor-industry-government community in joining with schools and with the home and family structure in a truly *collaborative* effort to make education as preparation for work a major goal of all who teach and all who learn. Our communications must reflect both of these lessons.

(3) We must make special efforts both to improve the quality of career education and to evaluate its effectiveness. Unless we do so, the great initial enthusiasm we have seen will quickly diminish. The promises of career education are attractive, but these promises need to be backed up by results.

(4) We must expand the settings in which career education operates. While it has been remarkably well received at the K–8 level, we still have much to do to make career education a reality in most senior high schools. Career education should be evident on the campus of every community college and four-year college and university in the country. Our teacher education programs need to clearly reflect the career education emphasis and point of view. There is much to do before we can say that we have met this challenge.

(5) We must increase our efforts to provide meaningful and effective career education to special groups – including the physically and mentally handicapped, the gifted and talented, minority groups, low-income citizens, and women. It is eminently appropriate to emphasize that career education is for *all*. However, it is a major challenge to convert this promise into an effective reality.

I believe career education to be the most viable vehicle for needed educational reform to come along in many a year. It has been forged from local needs and built by local expertise. School personnel at every level are nearly exploding with ideas and implementing the concept. In an amazingly brief time, the idea of career education has taken root, has been nurtured by instant advocates, and has borne blossoms in nearly all of the fifty states and six territories. Even at this early date, the fruits are being harvested. But there is an ongoing harvest for career education, for it is an educational process that knows no season, no harvest time. It can start as early as kindergarten (or before) and end only with the demise of an individual who has traveled its path. An idea could not have become a movement had it not been espoused by men and whomen who have shown exemplary leadership in bringing the concept of career education to the masses. Of those, Ken Hoyt stands appropriately preeminent in both position and contribution. I commend his words to all who would understand what career education is, where it has come from, and where it is going.

Preface

The preeminence of Dr. Kenneth B. Hoyt in career education antedates that term by two decades. Throughout his entire career as an educator in the guidance field, he has concentrated on improving the interface between education and work. As professor of education at the University of Iowa (his native state) and the University of Maryland and as president of the American Personnel and Guidance Association, he has been almost alone in his concern for providing guidance services to the noncollege-bound student, even though his vision of career education encompasses college and graduate school as well. He is the only individual ever to be honored by receipt of the Distinguished Service Award of both the Association for Counselor Education and Supervision and the American Vocational Association.

More than any other one person, Hoyt has given hard intellectual substance to the often vague precepts of career education. A true representation of the development of Hoyt's concepts of career education would require republication of many of his papers, going back to the 1950s, following through the formative years of the manpower programs of which he was a friendly but sometimes caustic critic, emphasizing his initiation of the Specialty Oriented Student (SOS) program for identifying and guiding those seeking post-secondary technical training, and intersecting with this work by his contribution to *Career Education: A Handbook for Implementation*, the first public USOE blueprint for the career education movement. However, that would only celebrate Ken Hoyt's prescience; it would not add to the reader's understanding of career education.

Instead, Olympus Publishing Company, already publisher of several Hoyt-sparked books on career education, asked Dr. Hoyt to pull together those speeches, articles, and papers — some previously published, some not, but never before gathered together in one source — which in his opinion provide the best overview of his approaches to the concepts, institutions, practices, and beneficiaries of what has become the career education movement. He chose to begin with his "Introduction to Career Education" now accepted by the U.S. Office of Education as its official position on the topic and therefore the most official statement possible of where career education stands today.

Hoyt's papers are divided into: (1) those which best illustrate the stages in the development of career education concepts, (2) those which encompass his advice to various groups of "actors on the career education stage," (3) challenges directed at several levels of the education system, and (4) ruminations on the future of the career education movement. The publishers have added as an appendix the results of a 1974 survey which illustrate the startling progress of career education in four short years, unaided by any substantial federal expenditure.

Those who are interested in tracing the development of Hoyt's thought on career education will be helped by a chronology of when the pieces in this book were originally done:

Date	*Article or Paper*
March 1971	The Cause Can Become the Cure
December 1971	Career Education and Career Choice
December 1971	The Vocational Educator's Role in Career Education
1972	Counselors and Career Education (part of the composite)

Date	*Article or Paper*
1972	The World of Work: A Component in Career Development Programs
January 1973	The Future of Work
January-February 1973	Questions Teachers Ask about Career Education
February-March 1973	Career Education and the Employing Community
March 1973	Career Education: Myth or Magic?
March-April 1973	The Future of Career Education
1973	Career Education in the Middle/Junior High School
1973	Counselors and Career Education (part of the composite)
1973	The Elementary School: Bedrock for Career Education
September-October 1973	Common Sense about Career Education
November-December 1973	Seven Secrets to the Success of Career Education
January-February 1974	Parents and Career Education
February 1974	An Introduction to Career Education
1974	Answering the Critics of Career Education
1974	A Conceptual View of Career Education
1974	Career Education and the Teaching-Learning Process
1974	Career Education for Handicapped Persons
1974	Career Education, Vocational Education, and Occupational Education: An Approach to Defining Differences
1974	In Defense of the Word "Work" in Career Education
1974	Toward a Definition of Career Education
September 1974	Career Education: Challenges for Counselors
September 1974	Career Education: Strategies and Dilemmas
October 1974	Career Education: Challenges for Innovation in Community Colleges
October 1974	Career Education for Minority and Low-Income Students
November 1974	Career Education: A Crusade for Change

Date	*Article or Paper*
November 1974	Linkage of Education with the World of Work and Career Development
December 1974	Business Office Occupations and Distributive Education: Models for High School Career Education
December 1974	Counselors and Career Education (part of the composite)
January-February 1975	Some Questions and Straight Answers about Career Education
March, April 1975	Career Education and Teacher Education
1975	Evaluating Career Education's Implications for Instruction

All of the papers are opinions of Dr. Hoyt, and none necessarily represents the U.S. Office of Education or the organizations to which addresses were made or who published them as articles, chapters in books, and so forth.

Permission to republish previously published articles and papers has been obtained from Science Research Associates, the National Education Association, the American Vocational Association, the National Association of Secondary School Principals, and the American Association for the Education of the Handicapped.

The publisher is proud to make available this book which combines a dedication to basic traditional values of work and service as a societal and personal necessity with highly innovative contributions to the motivation of learners and the progress of education.

– The Publisher

I.

Evolution of the Concept

1.

An Introduction to Career Education

Career education represents a response to a call for educational reform. This call has arisen from a variety of sources, each of which has voiced dissatisfaction with American education as it currently exists. Such sources include students, parents, the business-labor-industry community, out-of-school youth and adults, minorities, the disadvantaged, and the general public. While their specific concerns vary, all seem to agree that American education is in need of major reform at all levels. Career education is properly viewed as *one* of several possible responses that could be given to this call.

Conditions Calling for Educational Reform

The prime criticisms of American education that career education seeks to correct include the following:

(1) Too many persons leaving our education system are deficient in the basic academic skills required for adaptability in today's rapidly changing society.

(2) Too many students fail to see meaningful relationships between what they are being asked to learn in school and what they will do when they leave the education

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Originally drafted by Dr. Hoyt in February 1974 and officially adopted as the U.S. Office of Education policy paper in November 1974.

system. This is true of both those who remain to graduate and those who drop out of the education system.

(3) American education, as currently structured, best meets the educational needs of that minority of persons who will someday become college graduates. It has not given equal emphasis to meeting the educational needs of that vast majority of students who will never be college graduates.

(4) American education has not kept pace with the rapidity of change in the postindustrial occupational society. As a result, when worker qualifications are compared with job requirements, we find overeducated and undereducated workers are present in large numbers. Both the boredom of the overeducated worker and the frustration of the undereducated worker have contributed to the growing presence of worker alienation in the total occupational society.

(5) Too many persons leave our education system at both the secondary and collegiate levels unequipped with the vocational skills, the self-understanding and career decision-making skills, or the work attitudes that are essential for making a successful transition from school to work.

(6) The growing need for and presence of women in the work force has been adequately reflected in neither the educational nor the career options typically pictured for girls enrolled in our education system.

(7) The growing needs for continuing and recurrent education on the part of adults are not being adequately met by our current systems of public education.

(8) Insufficient attention has been given to learning opportunities outside the structure of formal education which exist and are increasingly needed by both youth and adults in our society.

(9) The general public, including parents and the business-industry-labor community, has not been given an adequate role in formulation of educational policy.

(10) American education, as currently structured, does not adequately meet the needs of minority or of economically disadvantaged persons in our society.

(11) Post-high school education has given insufficient emphasis to educational programs at the subbaccalaureate degree level.

It is both important and proper that these criticisms be answered, in part, through pointing to the significant accomplishments of American education. Growth in both the quality and the quantity of American education must be used as a perspective for answering the critics. Such a perspective, of course, is not in itself an answer. The answers given to such criticisms must take the form of either refutation of the criticisms themselves or constructive educational changes designed to alleviate those conditions being criticized. The prospects of refuting these criticisms, to the satisfaction of the general public, seem slight. Thus an action program of educational reform appears to be needed. Career education represents one such program.

Answering the Call for Educational Reform: The Rationale of Career Education

Each of the eleven criticisms cited above centers on relationships between education and life-styles of individuals. Any comprehensive program of educational reform designed to answer such criticisms must be based on some common element inherent in each of the criticisms. Such a common element must be one that can logically be expected to be related to the needs of all persons involved in education. It must be related to the societal goals for education as well as the individual personal growth goals of learners.

One such element that seems appropriate to consider for use is the concept of work. For purposes of this rationale, "work" is defined as:

> "Work" is conscious effort, other than that involved in activities whose primary purpose is either coping or relaxation, aimed at producing benefits for oneself and/or for oneself and others.

This definition, which includes both paid and unpaid work, speaks to the societal survival need for productivity. It also speaks to the personal need of all individuals to find meaning in their lives through their accomplishments. It provides one possible societal basis for supporting education. Simultaneously, it provides one clearly recognizable reason for engaging in education on the part of both educators and students. It emphasizes the goal of education, *as preparation for work*, in ways that neither demean nor detract from other worthy goals of education. It is a concept which, while obviously encompassing economic man, goes beyond this to the broader aspects of productivity in one's total life-style – including leisure time.

As such, it serves as a universally common answer that can be given to all who ask "Why should I learn?" The fact that it may represent, for any given individual, neither the only answer nor necessarily the most important answer to this question is irrelevant to this claim for commonality.

Proposals for educational change made in response to any criticism or combination of criticisms cited above can all be accomplished through use of the concept of work. It accommodates the productivity goals of society in ways that emphasize the humanizing goals of American education. It is this quality that lends credence to career education as a vehicle for educational reform.

A Generic Definition of Career Education

In a generic sense, the definition of "career education" must obviously be derived from definitions assigned the words "career" and "education." For purposes of seeking a generic definition for career education, these two words are defined as follows:

> "Career" is the totality of work one does in his or her lifetime.
>
> "Education" is defined as the totality of experiences through which one learns.

Based on these two definitions, "career education" is defined as follows:

> "Career education" is the totality of experiences through which one learns about and prepares to engage in work as part of her or his way of living.

"Career," as defined here, is a developmental concept beginning in the very early years and continuing well into the retirement years. "Education," as defined here, obviously includes more than the formal education system. Thus this generic definition of career education is purposely intended to be of a very broad and encompassing nature. At the same time, it is intended to be considerably less than all of life or one's reasons for living.

Basic Concept Assumptions of Career Education

Based on the generic definition of career education and its rationale as cited above, the career education movement has embraced a number of basic concept assumptions. These assumptions include:

(1) Since both one's career and one's education extend from the preschool through the retirement years, career education must also span almost the entire life cycle.

(2) The concept of productivity is central to the definition of work and so to the entire concept of career education.

(3) Since "work" includes unpaid activities as well as paid employment, career education's concerns, in addition to its prime emphasis on paid employment, extend to the work of the student as a learner, to the growing numbers of volunteer workers in our society, to the work of the full-time homemaker, and to work activities in which one engages as part of leisure and/or recreational time.

(4) The cosmopolitan nature of today's society demands that career education embrace a multiplicity of work values, rather than a single work ethic, as a means of helping each individual answer the question "Why should I work?"

(5) Both one's career and one's education are best viewed in a developmental, rather than in a fragmented, sense.

(6) Career education is for all persons – the young and the old; the mentally handicapped and the intellectually gifted; the poor and the wealthy; males and females; students in elementary schools and in the graduate colleges.

(7) The societal objectives of career education are to help all individuals: (a) want to work, (b) acquire the skills necessary for work in these times, and (c) engage in work that is satisfying to the individual and beneficial to society.

(8) The individualistic goals of career education are to make work: (a) possible, (b) meaningful, and (c) satisfying for each individual throughout his or her lifetime.

(9) Protection of the individual's freedom to choose and assistance in making and implementing career decisions are of central concern to career education.

(10) The expertise required for implementing career education is to be found in many parts of society and is not limited to those employed in formal education.

Taken as a whole, these ten concept assumptions can be viewed as representing a philosophical base for current career education efforts. Career education makes no pretense of picturing these assumptions as anything more than the simple beliefs that they represent. Certainly, each is debatable, and none are yet sufficiently accepted so as to be regarded as educational truisms.

Programmatic Assumptions of Career Education

Operationally, career education programs have been initiated based on a combination of research evidence and pragmatic observations. While subject to change and/or modification based on further research efforts, the programmatic assumptions listed below are intended to serve as examples of the truth as we presently know it to be. Each is stated, insofar as possible, in the form of a testable hypothesis. By doing so, it is hoped that further research will be stimulated.

(1) If students can see clear relationships between what they are being asked to learn in school and the world of work, they will be motivated to learn more in school.

(2) There exists no single learning strategy that can be said to be best for all students. Some students will learn best by reading out of books, for example, and others will learn best by combining reading with other kinds of learning activities. A comprehensive educational program should provide a series of alternative learning strategies and learning environments for students.

(3) Basic academic skills, a personally meaningful set of work values, and good work habits represent adaptability tools needed by all persons who choose to work in today's rapidly changing occupational society.

(4) Increasingly, entry into today's occupational society demands the possession of a specific set of vocational skills on the part of those who seek employment. Unskilled labor is less and less in demand.

(5) Career development, as part of human development, begins in the preschool years and continues into the retirement years. Its maturational patterns differ from individual to individual.

(6) Work values, a part of one's personal value system, are developed, to a significant degree, during the elementary school years and are modifiable during those years.

(7) Specific occupational choices represent only one of a number of kinds of choices involved in career development. They can be expected to increase in realism as one moves from childhood into adulthood and, to some degree, to be modifiable during most of one's adult years.

(8) Occupational decision making is accomplished through the dynamic interaction of limiting and enhancing factors both within the individual and in his present and

proposed environment. It is not, in any sense, something that can be viewed as a simple matching of individuals with jobs.

(9) Occupational stereotyping currently acts to hinder full freedom of occupational choice both for females and for minority persons. These restrictions can be reduced, to some extent, through programmatic intervention strategies begun in the early childhood years.

(10) Parent socioeconomic status acts as a limitation on occupational choices considered by children. This limitation can be reduced, to a degree, by program intervention strategies begun in the early years.

(11) A positive relationship exists between education and occupational competence, but the optimum amount and kind of education required as preparation for work varies greatly from occupation to occupation.

(12) The same general strategies utilized in reducing worker alienation in industry can be used to reduce worker alienation among pupils and teachers in the classroom.

(13) While some persons will find themselves able to meet their human needs for accomplishment through work in their place of paid employment, others will find it necessary to meet this need through work in which they engage during their leisure time.

(14) Career decision-making skills, job-hunting skills, and job-getting skills can be taught to and learned by almost all persons. Such skills, once learned, can be effectively used by most individuals in enhancing their career development.

(15) Excessive deprivation in any given aspect of human growth and development can lead to retardation of career development. Such deprivation will require special variations in career development programs for persons suffering such deprivation.

(16) An effective means of helping individuals discover both who they are (in a self-concept sense) and why they are

(in a personal awareness sense) is through helping them discover their accomplishments that can come from the work that they do.

(17) Parental attitudes toward work and toward education act as powerful influences on the career development of their children. Such parental attitudes are modifiable through programmatic intervention strategies.

(18) The processes of occupational decision making and occupational preparation can be expected to be repeated more than once for most adults in today's society.

(19) One's style of living is significantly influenced by occupations he or she engages in at various times in life.

(20) Relationships between education and work can be made more meaningful to students through infusion into subject matter than if taught as a separate body of knowledge.

(21) Education and work can increasingly be expected to be interwoven at various times in the lives of most individuals rather than occurring in a single sequential pattern.

(22) Decisions individuals make about the work that they do are considerably broader and more encompassing in nature than are decisions made regarding the occupations in which they are employed.

(23) Good work habits and positive attitudes toward work can be effectively taught to most individuals. Assimilation of such knowledge is most effective if begun in the early childhood years.

(24) The basis on which work can become a personally meaningful part of one's life will vary greatly from individual to individual. No single approach can be expected to meet with universal success.

(25) While economic return can almost always be expected to be a significant factor in decisions individuals make about occupations, it may not be a significant factor in

many decisions individuals make about their total pattern of work.

This list is intended to be illustrative, rather than comprehensive, in nature. The prime point being illustrated is that, in formulating action plans for career education, we are not, even at this point in time, forced to operate out of complete ignorance. While much more research is oviously needed, it seems safe to say that we know enough right now to justify the organization and implementation of comprehensive career education programs. The call for educational reform, to which career education seeks to respond, does not have to wait for further research before it can begin to be answered. Further research is badly needed, but we need not and should not wait until such research is completed before undertaking the installation of career education programs.

Career Education Tasks: Initial Implementation

To the greatest extent possible, initiation of comprehensive career education programs should be undertaken utilizing existing personnel and existing physical facilities. The assumption of new roles, on the part of some staff members, can be accomplished in most education systems with no serious loss in total institutional productivity. While the emphasis and methodology will vary considerably from one educational level to another (e.g., the emphasis on vocational education will be minimal at the elementary school level and the emphasis on the home and family component will be minimal at the adult education level), the following kinds of tasks are essential for initial implementation of a comprehensive career education effort.

A. All classroom teachers will:

(1) Devise and/or locate methods and materials designed to help pupils understand and appreciate the career implications of the subject matter being taught.

(2) Utilize career-oriented methods and materials in the instructional program, where appropriate, as one means of educational motivation.

(3) Help pupils acquire and utilize good work habits.

(4) Help pupils develop, clarify, and assimilate personally meaningful sets of work values.

(5) Integrate, to the fullest extent possible, the programmatic assumptions of career education into their instructional activities and teacher-pupil relationships.

B. In addition to *A* above, some teachers will be charged with:

(1) Providing students with specific vocational competencies at a level that will enable students to gain entry into the occupational society.

(2) Helping students acquire job-seeking and job-getting skills.

(3) Participating in the job placement process.

(4) Helping students acquire decision-making skills.

C. The business-labor-industry community will:

(1) Provide observational, work experience, and work-study opportunities for students *and* for those who educate students (teachers, counselors, and school administrators).

(2) Serve as career development resource personnel for teachers, counselors, and students.

(3) Participate in part-time and full-time job placement programs.

(4) Participate actively and positively in programs designed to lead to reduction in worker alienation.

(5) Participate in career education policy formulation.

D. Counseling and guidance personnel will:

(1) Help classroom teachers implement career education in the classroom.

(2) Serve, usually with other educational personnel, as liaison contacts between the school and the business-industry-labor community.

(3) Serve, usually with other educational personnel, in implementing career education concepts within the home and family structure.

(4) Help students in the total career development process, including the making and implementation of career decisions.

(5) Participate in part-time and full-time job placement programs and in followup studies of former students.

E. The home and family members where pupils reside will:

(1) Help pupils acquire and practice good work habits.

(2) Emphasize development of positive work values and attitudes toward work.

(3) Maximize, to the fullest extent possible, career development options and opportunities for themselves and for their children.

F. Educational administrators and school boards will:

(1) Emphasize career education as a priority goal.

(2) Provide leadership and direction to the career education program.

(3) Involve the widest possible community participation in career education policy decision making.

(4) Provide the time, materials, and finances required for implementing the career education program.

(5) Initiate curriculum revision designed to integrate academic, general, and vocational education into an expanded set of educational opportunities available to all students.

Until and unless all of the tasks specified above are being carried out, the initial implementation of a comprehensive career education program cannot be said to have taken place. While bits and pieces of career education are obvious in many education systems at the present time, very few can be said to have implemented these initial tasks. American education cannot be said to have responded to the demands for educational reform by simply endorsing the career education concept. Only when action programs have been initiated can we truly say a response has been made.

Learner Outcomes for Career Education

Like the career education tasks outlined above, specific learner outcomes for career education will vary, in emphasis, from one educational level to another. For purposes of forming a broad basis for evaluating the effectiveness of career education efforts, a listing of developmental outcome goals is essential. In this sense, career education seeks to produce school leavers (at any age and at any level) who are:

(1) Competent in the basic academic skills required for adaptability in our rapidly changing society.

(2) Equipped with good work habits.

(3) Capable of choosing and who have chosen a personally meaningful set of work values that lead them to possess a desire to work.

(4) Equipped with career decision-making skills, job-hunting skills, and job-getting skills.

(5) Equipped with vocational personal skills at a level that will allow them to gain entry into and attain a degree of success in the occupational society.

(6) Equipped with career decisions they have made based on the widest possible set of data concerning themselves and their educational-vocational opportunities.

(7) Aware of means available to them for continuing and recurrent education once they have left the formal system of schooling.

(8) Successful in being placed in a paid occupation, in further education, or in a vocation that is consistent with their current career education.

(9) Successful in incorporating work values into their total personal value structure in such a way that they are able to choose what, for them, is a desirable life-style.

It is important to note that these learner outcome goals are intended to be applied to persons leaving the formal education *system* for the world of work. They are not intended to be applicable whenever the person leaves a particular school. For some persons, then, these goals become applicable when they leave the secondary school. For others, it will be when they have left post-high school occupational education programs. For still others, these goals need not be applied, in toto, until they have left a college or university setting. Thus the applicability of these learner outcome goals will vary from individual to individual as well as from one level of education to another. This is consistent with the developmental nature, and the basic assumption of individual differences, inherent in the concept of career education.

Basic Educational Changes Championed by Career Education

The actions of students, educational personnel, parents, and members of the business-industry-labor community, no matter how well intentioned, cannot bring about educational reform so long as the basic policies of American education remain unchanged. None of the basic educational policy changes advocated by career education is either new or untested. Yet none has as yet become common practice in a majority of education systems. No one of these changes can or should come quickly. Each will require considerable study, debate, and public acceptance prior to its initiation. In spite of the obvious difficulties and dangers involved, the following basic educational policy changes are each championed by the career education movement:

(1) Substantial increases in the quantity, quality, and variety of vocational education offerings at the secondary school level and of occupational education offerings at the post-secondary school level

(2) Increases in the number and variety of educational course options available to students with a deemphasis on the presence of clearly differentiated college preparatory, general education, and vocational education curricula at the secondary school level

(3) The installation of performance evaluation, as an alternative to the strict time requirements imposed by the

traditional Carnegie unit, as a means of assessing and certifying educational accomplishment

(4) The installation of systems for granting educational credit for learning that takes place outside the walls of the school

(5) Increasing use of noncertificated personnel from the business-industry-labor community as educational resource persons in the education system's total instructional program

(6) The creation of an open-entry/open-exit education system that allows students to combine schooling with work in ways that fit their needs and educational motivations

(7) Substantial increases in programs of adult and recurrent education as a responsibility of the public school education system

(8) Creation of the year-round public school system that provides multiple points during any twelve-month period in which students will leave the education system

(9) Major overhaul of teacher education programs and graduate programs in education aimed at incorporating the career education concepts, skills, and methodologies

(10) Substantial increases in the career guidance, counseling, placement, and followup functions as parts of American education

(11) Substantial increases in program and schedule flexibility that allow classroom teachers, at all levels, greater autonomy and freedom to choose educational strategies and devise methods and materials they determine to be effective in increasing pupil achievement

(12) Increased utilization of educational technology for gathering, processing, and disseminating knowledge required in the teaching-learning process

(13) Increases in participation in educational policy making on the part of students, teachers, parents, and members of the business-industry-labor community

(14) Increases in participation, on the part of formal education, in comprehensive community educational and human services efforts

There are three basic implications inherent in the kinds of educational changes cited here which must be made very explicit. First, we are saying that while initial implementation of career education programs will be relatively inexpensive, total educational reform is going to be expensive. No matter how much current educational budgets are realigned, there is no way that this total reform can be carried out with current sums now being expended for the public school and public higher education systems.

Second, we are saying that a substantial portion of the additional funds required could be found in current remedial and alternative education systems that, supported with tax dollars, now exist outside the structure of our public school system and our system of public post-secondary education. Career education represents a movement dedicated to avoiding the creation of a dual system of public education in the United States. A single comprehensive education system will be both less expensive, in the long run, and more beneficial in meeting educational needs of all persons – youths and adults – in this society.

Third, we are saying that the days of educational isolationism are past. It is time that our formal education system join forces with all other segments of the total society, including both community service agencies and the business-industry-labor community in a comprehensive effort to meet the varied and continuing needs for education on the part of both youth and adults. Rather than either complaining about or competing with other kinds of educational opportunities, all must collaborate in providing appropriate educational opportunities for all citizens.

Unless these kinds of long-range educational reforms are made a basic part of the career education strategy, it is unlikely that the kinds of criticisms that led to establishment of career education will be effectively answered.

Concluding Remarks

As a response to a call for educational reform, career education has operated as a paper priority of American education for the last three years. During this period, it has demonstrated its acceptability, as a direction for change, to both educators and to the general public. Its widespread application to all of American education has not yet taken place. If successful efforts in this direction can now be made, the result should be complete integration of career education concepts into the total fabric of all American education. When this has been accomplished, the result should be abandonment of the term "career education" and adoption of some other major direction for educational change. The call for educational reform, to which career education seeks to respond, is still strong and persistent across the land. That call can no longer be ignored. Career education stands ready to serve as a vehicle for answering the call. It is time that this vehicle be used.

II.

The Developing Concept

2.

The Cause Can Become the Cure

The national unemployment rate is currently higher than at any time in the last 35 years. Youth unemployment is persistently triple that of adults, and for nonwhite youth, it is typically more than six times as high. Many thousands of other citizens, both youth and adults, are uncounted in unemployment statistics because, in addition to being unemployed, they are not even seeking work.

In the public schools of the United States, the high school dropout rate still exceeds 25 percent. Nationally, more than 80 percent of all secondary school students are enrolled in either a college preparatory or a general curriculum designed to ready them for college attendance. Yet we know that no more than 17 percent of these students will ever attain a college degree.

Record numbers of persons are enrolled in the four-year colleges and universities of the nation. Academically, these students are better prepared for college than at any time in history. Yet the college dropout rate (40 percent prior to the junior year and 50 percent prior to graduation) remains the most stable statistic in all of American education. Hundreds of thousands of college students have no clear-cut vocational

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From a previously unpublished paper written in March 1971 for the American Vocational Association.

goals. Student unrest, disenchantment, and discontent are a strong and pervasive force on college campuses throughout the nation.

Hundreds of thousands of out-of-school youth and adults have been enrolled in a wide variety of manpower programs during the last decade. Still our unemployment rate has not been markedly reduced. The incidence of crime and violence continues to increase. Dissatisfaction and unrest among the poor have not subsided to an appreciable degree. The so-called "new careers for the poor" seem to have been translated into a series of programs designed to keep the disadvantaged, even when employment is found, in dead-end jobs that hold little hope for systematic upward career progression and mobility.

Thousands of words have been written and spoken about the need for more persons to be enrolled in public school vocational education programs at the secondary and post-secondary school levels. Actual enrollments at both levels, while increasing, continue to lag far behind those said to be needed. The integration and acceptance of occupational education as part of American education has not taken place in the minds and thoughts of those who control American education. Those who enroll in vocational education are still regarded by most as second-class citizens who have made second-best choices.

As a country founded under the philosophy of a work-oriented society, our nation is in deep difficulty. Federal legislation, viewed as a solutions to these difficulties during the decade of the 1960s, has proved to be insufficient. The promises of the 1960s demand performance in the 1970s. The fifty million American families for whom work is necessary, but college inappropriate, demand alternatives that will offer them status, security, satisfaction, and success. They cannot and will not wait much longer.

The Heart of the Problem

At the heart of the problem is a false societal attitude that worships a college degree as the best and surest route to occupational success. This attitude is as dangerous as it is false. When less than 17 percent of the population can attain what nearly 100 percent of the population have been led to believe is desirable, it is inevitable that the majority must be dissatisfied with their lot. A viable democracy cannot afford to view 83 percent of its population as "second-class" citizens. Unrest is sure to exist when only a third can try and less than a sixth attain what more than nine-tenths regard as the optimal pattern of education as preparation for work.

At a deeper level, this attitude has resulted from the erroneous application of a generally sound educational principle; namely, that more education can lead one to be better prepared to work. The principle is sound only if one recognizes that the optimal amount of education required as preparation for work will vary widely from occupation to occupation, and from person to person within an occupation. Further, the worth of an occupation, and hence of its workers, is more properly judged by its societal contributions than by the amount of formal education required for entry into that occupation. Failure to recognize that expertise can be attained and should be rewarded in any occupation is an essential accompaniment of this misapplication.

A Cause of the Problem

It can be readily acknowledged that this problem, like most others, involves the phenomenon of multiple causation. It seems safe to contend that a major cause lies in the system of American education. The American system of formal education has, in its basic structure, philosophy, and methodology, been a major contributor to this societal attitude. If American education can and will change, it can become a major contributor toward the goal of erradicating this attitude in our society. Let us look at some of the ways in which American education has contributed to the problem and the ways it must now change so that it can become a contributor to its solution.

The basic directional change needed at the present time is the insertion of *career development* as a major goal of American public education at every level and in every kind of setting. A goal of career development, in terms of educational purposes, simply means emphasizing education as preparation for making a living. There is nothing new about the goal. What is new is the relative emphasis placed on this goal as a basic purpose of

American education. Historically, the two basic purposes of American education have been pictured as (a) preparation for living and (b) preparation for making a living. In practice, the first has vastly overshadowed the second. No suggestion is being made that the first be replaced by the second. Rather, we are pleading for changes that will recognize and implement the equal importance of both.

Operationally, the problem is even bigger. If we can say that, in terms of American educational philosophy, the prime purpose of American education has been preparation for living rather than preparation for making a living, we must say that, in terms of practice, education's prime purpose has seemed simply to be education. That is, in the eyes of the typical classroom teacher, the prime operational purpose of education has seemed to be readying students for more education. It is time to halt, as Dr. Rupert Evans has said, a "schooling for schooling's sake" emphasis in American education. To accomplish this, it will be necessary that the purpose of education in every classroom be clearly seen as preparation for living, as preparation for making a living, or, in most cases, as some combination of these two basic purposes.

The prime substantive solution, to be presented in the next major section of this paper, lies in instilling a career development emphasis in all of American education. The positive promise of such a solution can be translated into concrete attainment only if one first recognizes and corrects certain basic roadblocks in the current structure of American public education. Thus the remainder of this section is devoted to a specification of those roadblocks and the need for their correction.

The first roadblock lies in the fact that the organizational, administrative, and fiscal policies of American public education are rooted in acceptance of the false attitude regarding the value of a college education that we have said must be overcome. Status among professional colleagues, salary differentials, and professional advancement possibilities are influenced to a very large extent among American educators by the number of degrees held and the number of college credits accumulated. Further status among teachers is acquired by those whose academic specialties require the greatest amount of scholastic aptitude to master. Teachers, educational specialists, and school administrators are certificated and employed, based to a considerable extent on the college degrees they hold or the number of hours of college credit they have accumulated.

This deficiency is especially serious in that it is most evident in the professional preparation route one must take to become a prime decision maker in the education system; e.g., a school superintendent. Little wonder that superintendents favor the college preparatory over the vocational aspects of the curriculum. When one recognizes that in community after community the local board of education to whom the superintendent reports is loaded with adults whose children do need the college preparatory curriculum, it is even less a wonder. American public educational policy on the local level has for years been dominated by a small minority of the public for whom the college preparatory curriculum seems most appropriate.

No sensible person would suggest correcting this deficiency by eliminating academic requirements for those who work as professionals in public education. Certainly, this represents an occupational area for which college preparation is necessary for most workers. Three appropriate directions for change, however, would seem to be obvious. First, the absolute necessity for college degrees and college credits should be eliminated as a requirement for progress as an educator. Alternative routes to the acquisition of competence must be recognized, used, and rewarded. Second, control of American public education must be returned to the real majority of our citizens. The national landslide of defeats for local school bond issues in the last few years clearly indicates dissatisfaction with the system as it now exists. A more positive way of expressing citizens' views must be found. One way of doing so is through enactment of federal legislation by the true representatives of the American public — the Congress of the United States. Third, conscious and conscientious efforts must be aimed at helping American educators rid themselves of the false societal attitude that a college degree represents an ultimately desirable goal for all.

The second roadblock lies in the overuse of *time* and an underuse of *performance* as criteria for accomplishment in American education. This deficiency can be seen everywhere in

American education. For example, operationally, the prime way of identifying youngsters who "belong" in the fourth grade is by specifying those who have spent nine months in the third grade. High school diplomas are awarded, based typically on accumulation of sixteen Carnegie units, each of which is defined in terms of the amount of *time* devoted to a particular subject. The entire apprenticeship system in the United States is rooted in devotion to a concept that counts the *time* an individual has given a particular task or set of tasks. College degrees are awarded, like high school diplomas, based on counting a form of Carnegie units that are operationally defined in terms of a *time* dimension.

Educational accomplishment must come to represent more than perseverance. Students cannot be expected to remain as disinterested parties while others determine their educational goals and assess their educational accomplishments. The establishment of differing educational goals having differing standards of attainment and differing times required for completion for different individuals must become a reality. Performance goals, jointly established by student and teacher, are badly needed as a routine part of all education. Only through establishment of such performance goals and application of realistic approaches to assessing their accomplishment can American education make sense to its students, to its teachers, and to the general public. The technology for this change is already present. It is time that it be applied.

If the importance of time could be minimized and the importance of performance maximized, the way would be clear for extending the concept of the ungraded school, now present primarily only in elementary education, to all of American education. In turn, this would open ways of operationally implementing an open-entry/open-exit system of American education that would allow multiple opportunities for combining education, work experience, part-time jobs, and full-time employment in a meaningful way. It would open the way to the creation and implementation of shorter units of educational performance that would be more meaningful and more acceptable to the "now" generation that seems to value immediate reward above delayed need gratification. It would do much to eliminate both the concept and the stigma attached to what must soon become an obsolete term in American education; i.e., the "school dropout." It would allow a meaningful integration of vocational education into the total school curriculum in such a fashion that it could become a possible choice for all students. It would eliminate the necessity for some colleges and universities to specify so much *time* in certain college preparatory courses that those who wish to attend college after high school are deprived of an opportunity for choosing vocational education. All of this is possible if this roadblock can be eliminated.

The third roadblock lies in continuing acceptance of an assumption that American elementary and secondary education must take place for most students during only nine months in any given calendar year, and only in a schoolbuilding. American elementary and secondary education must become a twelve-month operation in this society and must take place in the occupational world as well as in the school itself. This of course is not to say that all students should be required to attend school for twelve months a year. If the time deficiency mentioned above could be corrected, there is no reason why, with the open-entry/open-exit system, any given student could not be in and out of formal education at various times in any given year. To eliminate this deficiency would provide, for those students desiring it, ample opportunity to combine education as preparation for employment with employment itself. It would make possible a system whereby classroom teachers could spend part of their time employed in other occupations and whereby business, service, labor, and industry personnel could spend part of their time instructing in the schools. It would make possible an exchange system between school administrators and administrators from business and industry that would hold positive potential for helping all concerned. The possibilities of devising these and a host of other means of bridging the gap between education and work are very great indeed. This roadblock must be removed.

The fourth deficiency lies in continuing general acceptance of the false notion that public education in the United States exists primarily for the benefit of youth. In these times of rapid technological and occupational change, American public education – including general education, recreation education, and occupational education – must become an integral part and a major responsibility of American public education. For this to happen, the doors of our elementary and secondary schools, as well as the doors of all post-high schools, must be open to the public at least eighteen hours a day, six days a week. If the concept of the ungraded school, mentioned earlier, could be implemented, there is no reason that people of different ages could not learn together. If the false worship of degrees as necessary qualifications for all instructors could be eliminated, there is no reason that our schools could not be staffed in part by persons from outside the field of teacher education. If the schools devote themselves to the task of readying youth for today's occupational world, there is no reason that they should not be simultaneously involved in retraining adults for the same world.

The American public in these times cannot afford to retain the outmoded concept that at some magical point in time a person "finishes" his education. Elimination of this roadblock could help us quickly eradicate this concept. The three current systems of (a) public education for those preparing for work, (b) welfare for those out of work, and (c) manpower retraining for those seeking work must be combined in a single system for all of the people. The system needed is one that provides a continuing cycle that will drastically reduce the operational validity of concepts of long-term unemployment and families on welfare in the United States. To the extent that education, welfare, and manpower programs in effect compete among themselves, they each fail to serve the American public. Elimination of such competition can come only through a single, unified system built round the continuing, lifelong career development needs of the individual.

Substantive programs of career development can make effective impact on the societal conditions noted earlier only if they are accompanied by correction of each of these four major roadblocks currently existing in American education. A legislative program that concentrates only on career development, without taking these roadblocks into account, holds little promise of success. With this background, we now turn to a description of a career development emphasis in American education as a solution to the problems we have outlined.

A Cure: Comprehensive Career Development Legislation

The major "turn around" needed in our schools at the present time is a rededication to education as preparation for work becoming a major purpose of American education. This can best be accomplished by enactment of comprehensive career development legislation. The legislation needed will first be described in terms of seven basic components that will be necessary at every level of education. Following this, specific aspects of career development programs at various levels of education will be presented.

One essential ingredient of career development legislation must be concerned with changing attitudes of professional educators toward work and toward education as preparation for work. In this portion of the legislation, provision must exist for all elementary and secondary school teachers to visit business and industrial settings, acquire work experience in business and industry, and reformulate their instructional objectives and programs in terms of providing a proper emphasis on education as preparation for work. Equal attention must be given to providing school administrators with in-service education and bona fide work experience in the occupational world outside the structure of formal education. Special attention must be given to a program of reeducating school counselors in both elementary and secondary school settings to education as preparation for work, with appropriate attention directed toward changing counselor attitudes and providing counselors with a variety of kinds of work experience and opportunities to interact with members of business, industry, and labor. In addition to providing multiple opportunities for educators to gain experience in and exposure to business and industry, this legislation should provide means for members of the business, labor, and industrial community to assume an active role in the school's total program of career development. This will require some in-service education for such personnel, along with stipends and employer rebates that will make their active participation possible.

Simultaneously, a second essential ingredient must consist of legislation aimed at making drastic changes in the teacher education and professional education programs that now exist in the colleges and universities of the United States. There is little to be gained from a massive in-service education emphasis for those now in the field unless constructive efforts are aimed at changing the preservice programs for those in education. Part of this emphasis must be on helping prospective teachers see occupational implications of their subject area. A second emphasis must be on helping teachers learn how to help students plan, complete, and evaluate educational progress on an individualized basis. Finally, a third emphasis must be on helping prospective teachers acquire a greater understanding and appreciation of the total occupational society through a series of simulated or real work experiences outside the field of education as a basic part of their teacher education program.

A third essential ingredient will be a massive effort aimed at restructuring curricula and instructional materials in American education so as to reflect a career development emphasis. The career implications of every subject should be emphasized in a variety of ways, both through instructional materials and through instructional content. While this emphasis is needed throughout the curriculum, it will be especially important in the social studies parts of elementary and secondary education. Provision must be made in this legislation for a multimedia approach to development and use of instructional materials. The technology for doing so is already present. Special emphasis must be given to development of materials appropriate for use in adult education.

A fourth ingredient will be massive support for effective programs of individual and occupational assessment as essential bases for programs of career development. It will be especially important that provision be made for allowing persons "hands-on" experiences as part of occupational exploration. The use of simulated work experience as a means of testing both aptitude and interest must be greatly expanded. Similar simulation techniques must be developed, validated, and implemented for allowing persons to discover the abilities and interests with respect to programs of occupational education at the secondary and post-secondary levels. Follow-up studies of graduates of occupational education programs must be funded as part of this data base. Similarly, provisions must be made for securing, analyzing, and disseminating job placement and occupational information pertinent to entry occupations available to those leaving schools with particular sets of skills. All forms of educational technology, including (but not limited to) the use of computers, must be included in legislative provisions for this ingredient.

Fifth, an obviously essential ingredient in this legislation must be provision for the education and employment of specialized career development personnel. This must clearly begin with support for instructional personnel in occupational education. The legislation must clearly provide means by which qualifications for such personnel can be recognized and rewarded through their prior work experience backgrounds as well as through their formal academic education.

This ingredient, if it is to be effective, must also include the preparation of a wide variety of support personnel, such as outreach technicians, test technicians, occupational specialists, career exploration specialists, job agents, placement specialists, and follow-up technicians. In the legislation, a clear pattern of relationships to professional career development specialists must be established as well as concretely defined career ladders by which one may progress from one level to the next. Only by encouraging the use of such support personnel can a viable system providing adequate individualized assistance to students be established and maintained.

At the same time, this ingredient must make very clear provisions for professional career development counselors at every level of the system. No system can be any stronger than the provisions it makes for helping the individual student choose for himself, decide for himself, and control his own destiny. Individual freedom of choice extends far beyond simply presenting the individual with a list of alternatives from which he or she can choose. The individual has both a right and a responsibility for being an active participant in formulating the total set of alternatives available and for choosing, based on the best possible combination of information about himself or herself and those opportunities, which ones to follow. Career decision making demands the active interaction of professional career development counselors with each student. Without this provision, the entire system becomes a sham.

A sixth essential ingredient in this legislation will consist of support for research in extending our knowledge and competency in the area of career development. Much remains to be learned regarding occupational choice theory, occupational decision making, the dynamics of relationships between education and occupations, occupational assessment, the transition from school to work, and a host of other key topics. A research support ingredient must be a key part of any comprehensive career development legislation.

Finally, a seventh essential ingredient will be provision for national, state, and local advisory councils for career development. Membership on such councils should include persons from education, business, industry, labor, the general community, and students (both youths and adults) who are currently enrolled in schools.

At the elementary school level, the components of career development legislation most needed will emphasize helping students acquire positive attitudes toward work, toward all levels of occupations found in the society, and toward themselves as prospective workers. It should provide for introduction of some "hands-on" acquaintance with both tools and machines as an essential part of the curriculum. It will certainly provide opportunities for elementary school students to visit in the occupational world and for representatives from that world to visit with students in their elementary schools.

At the junior high school level, career development legislation must make provision for career exploration in broad career fields for all students through a combination of classroom instruction, counseling, and actual experiences. Here, the concept of work experience should be introduced as part of the program of career development. Here, too, all students should be exposed to the nature of and their potential for profiting from senior high school programs of occupational education through the kinds of simulation experiences discussed earlier. Visits to senior high school vocational education facilities and to business and industry should be an essential part of career development programs in the junior high school.

At the senior high school level, the emphasis on career implications of all courses should be especially emphasized. It is vital that those who, after high school, will attend four-year colleges and universities be assisted in thinking about such decisions in terms of their implication for career development. It will be essential that comprehensive programs of occupational education be made available to every senior high school student, either as part of a comprehensive high school or in a separate area vocational school facility. Such occupational education programs should be of a multipurpose nature. For some students, they will be used for further career exploration. For others, these programs will provide basic skills required for employment after leaving high school. Job placement and follow-up will be essential ingredients here. For still others, these programs will offer basic vocational training that will give students both a basis for choosing and a basis for succeeding in post-high school programs of occupational education.

At the post-high school level, programs of occupational education at less than the baccalaureate level should be available to all who desire and can profit from them. Comprehensive career development legislation must provide support for such programs in a wide variety of settings, including residential vocational schools, community colleges, and private business and vocational schools. This legislation should also provide subsidies for students attending such schools that, by being made directly available to the student, will allow the student to choose the particular school that best meets his or her needs. Institutions eligible to participate under this legislation must be limited to those who are willing to provide valid product evaluation data regarding the occupational experiences of their graduates. The current process evaluation approach represented by traditional accreditation procedures must be supplemented by product evaluations for those institutions eligible to receive federal support under this kind of career development legislation. Once again, job placement and follow-up will be essential ingredients in this process.

It will be especially important, in this legislation, to make clear provision in every state for establishment of at least one residential vocational school operating at the post-high school level and serving citizens throughout the state. Such schools, while authorized by previous legislation, have never been supported by actual appropriations. They will be essential in a comprehensive system of career development.

Summary

The term "career development" means the sum total of those experiences of the individual associated with his choice of, preparation for, entry into, and progress in occupations throughout his occupational life. Career development legislation is crucial in a society such as ours that has been built and continues to operate essentially in accordance with the work ethic, combined with a strong protection of freedom of choice for the individual.

The needs of this society, both youths and adults, in these times for individualized and continuing assistance in career development are great – and are becoming greater. Much of the current social unrest exists because of a lack of emphasis on career development for all and an overemphasis on college degrees that are in reality available to relatively few. It is time that career development needs of all of our citizens be recognized and provided for.

The essential societal attitude that must now be eliminated is the false notion that a four-year college education is the surest and best route to successful employment. American public education has been a major contributor to this false societal attitude. If American public education can be changed, it can become the cure for this sickness.

Finally, it is important to note that in asking for career development legislation, we base our requests on the needs of the 83 percent of our citizens – both youth and adults, in school and out of school – who will never attain a four-year college degree. It is time that Congress enacted legislation for this real majority of our citizens. It is worthy of note that the legislation needed is not of a single variety, serving a particular small segment of American education. We do not need more elementary and secondary educational legislation, more guidance legislation, more vocational education legislation, or more community college legislation. What we need is a comprehensive program of career development legislation covering all levels of education for all citizens.

3.

Toward a Definition of Career Education

Great growth in both vision and prespective is currently evident among those who profess to be "definers" of career education. Nowhere is such growth more easily demonstrated than in two 1971 statements by former U.S. Office of Education Commissioner Sidney P. Marland, Jr. In January 1971, Dr. Marland said:

> *All* education is career education, or should be. And *all* our efforts as educators must be bent on preparing students either to become properly, usefully employed immediately upon graduation from high school, or to go on to further formal education. Anything else is dangerous nonsense. (Emphasis added.)

By November 1971, Dr. Marland had changed considerably in his thinking, and in an interview with editors of *American Education* magazine, he said:

> ...what the term "career education" means to me is basically a point of view, a concept – a concept that says three things: first, that career education will be *part* of the curriculum for all students, not just some. Second, that it will continue throughout a young-

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From *Career Education*, Third Yearbook of the American Vocational Association, 1973.

> ster's stay in school, from the first grade through senior high and beyond, if he so elects. And third, that every student leaving school will possess the skills necessary to give him a start to making a livelihood for himself and his family, even if he leaves before completing high school. (Emphasis added.)

Obviously, great differences exist between a point of view that sees *all* education as career education and one that sees career education as *part* of the curriculum. Many current definitions of career education will be referred to here. Thus it seems appropriate to begin with a reminder that some of the "definers" may have changed their minds before these words appear in print. Readers who wish to associate a particular definition with a particular individual are warned that they should look for his *latest* "definition." Career education is truly an *emerging* concept.

It is hoped that this chapter can contribute positively toward the emerging definition of career education through systematically reviewing some of its major dimensions. This can best be done through noting both those areas of apparent current consensus and those areas where basic disagreement appears still to be present. The goal of this chapter can be stated most clearly as one of helping the reader move toward developing a thoughtful definition of career education for himself or herself. That is, no pretense will be made here that final consensus has now been reached and that all now agree on a single definition of career education. (Let us hope that such a time never arises!)

In September 1972, Dr. Sidney C. High, Jr., chief of the Exemplary Programs Branch, USOE, attempted to collect, with the assistance of the various regional USOE offices, all of the official definitions of career education adopted to that point by action of state boards of education. Dr. High found nineteen such "official" state definitions existing at that time and has made them available for use in preparation of this chapter. These nineteen state definitions, coupled with a variety of others found in the published literature, form the basic background material for this chapter. The contents of this chapter, while drawn from all this material, are, admittedly, liberally sprinkled with biases of the writer.

Two subtopics seem appropriate for use here; these include: (a) definitions and (b) components of career education. The first subtopic will be discussed by noting the extent to which consensus appears to have been reached and the extent to which disagreement appears still to be present. The second subtopic will present two alternative approaches to identifying components of career education.

Definitions of Career Education

Definitions *do* make a difference in describing and delimiting the basic nature and purposes of any concept. While definitions have limited usefulness in helping one understand *how* a program is to operate, they are of central importance in specifying *what* the concept is intended to accomplish. The words that are used and the ways in which words are joined together combine to form the basic rationale and justification for the concept itself. Each of the following definitions represents an official statement on the part of some recognized educational agency or some authority in the field of career education. Some "definers" have in effect used several pages to state what they mean by career education. In such cases, an attempt has been made to use only what appears to be key words in the total statement. Where an agency or an individual has been willing to state a definition in three sentences or less, the complete definition is given.

Selected Current Definitions of Career Education

Definitions from State Education Agencies

Arizona (from a speech made by Dr. Weldon P. Shofstall, State Superintendent of Public Instruction, November 1971): In Arizona, we have defined career education as combining the academic world with the world of work. It must be available at all levels of education.... Career education is not an add-on... it is a blending of the vocational, the general, and the college preparatory education.... Synonymous with "all education," "career education" must become the term. When we say "education," we must mean "career education."

California (from a statement of the California State Department of Education Career Education Task Force, May 4, 1972):

Through...career education, each student will develop positive attitudes about himself and others, make sound decisions regarding alternative and changing careers, acquire skills leading to employment, and pursue a life-style which provides self-fulfillment and contributes to the society in which he lives.

Maine (from a state department of education bulletin entitled "Career Development in the Elementary Schools," September 1972): Career education...signifies a concerted effort to educate youth as early as kindergarten in exploring careers and acquiring the skills necessary for transition to a job. Career education is a melding of diverse curriculum efforts into a unified whole that requires the academic, vocational, and guidance specialists to plan integrated learning events. In summary, it is a planned, sequential, orderly curriculum effort.

Minnesota (adopted by State Board of Education, May 2, 1972): Career education is an integral part of education. It provides purposefully planned and meaningfully taught experiences for all persons, which contribute to self-development as it relates to various career patterns. Career education takes place at... [all]...levels of education. Emphasis is placed on career awareness, orientation, and exploration of the world of work, decision making relative to additional education, preparation for career proficiency...and understanding the interrelationships between a career and one's life-style.

Nevada (adopted by State Board of Education, July 1972): Career education is a comprehensive educational program focused on careers and an educational process where people gain knowledge, attitudes, awareness, and skills necessary for success in the world of work (career success).

New Hampshire (draft to be presented to State Board of Education for possible adoption, October 1972): Career education is a concept of relevant and accountable education centered on the individual which provides the opportunities for educational experiences, curriculum, instructions, and counseling leading to preparation for economic independence. The development of this concept is a lifelong process which involves a series of experiences, decisions, and interactions that provide the means through which one's self-understanding can be implemented, both vocationally and avocationally.

New Jersey (from "Answers to Five Basic Questions about Career Education" by Patrick Doherty, Director of Career Development, New Jersey State Department of Education): Career education is an integral dimension of the nursery through adult curriculum which provides for all students a sequential continuum of experiences through which each individual may develop a more realistic perception of his capabilities and prepare him for entry and reentry into employment and/or continuing education.

North Dakota (from Dr. Larry Selland, Assistant State Director of Vocational Education, North Dakota State Department of Education): Career education is an integral part of education. It is a concept that includes as its main thrust the preparation of all students for a successful life of work by increasing their options for occupational choice and attainment of job skills, and by enhancing learning achievement in all subject matter areas... a total effort of the home, school, and community to help all individuals become familiar with the values of a work-oriented society, to integrate these values in their lives in a way that work becomes useful, meaningful, and satisfying.

Tennessee (prepared January 1972 by state staff of vocational-technical education, State Department of Education): Career education is all the learning experiences through which a student progresses in an educational program regardless of the length of the program... not an additional or separate phase of the educational program.... A comprehensive, dynamic, programmatic, and integrative educational program... it must utilize the common and unique contributions of all educators and the resources of home, school, and community.

Texas (Texas Education Agency, April 1972): Career education is coordinated instruction, integrated into the entire curriculum, K-12, and designed to assist students in (a) understanding both the world of work and attitudes toward it, (b) understanding the relationships which exist between education and career opportunity, (c) understanding the economic and social structures of our society and how they influence the ways people support themselves, (d) making informed decisions concerning how they will earn a living and taking responsibility for making those decisions, and (e) acquiring marketable skills as preparation for earning a living.

Utah (adopted by the Utah State Board of Education, May 12, 1972): Career education is defined as a comprehensive, correlated educational system... focused on indivdual career needs. ...[It] begins in grade one or earlier and continues through the adult years [and] is not separate and apart from total life education....[It] calls for a united effort of the school and community to help all individuals become familiar with the values of a work-oriented society, to integrate these values into their lives, and to implement them in such a way that work becomes useful, meaningful, and satisfying.

Washington (publication of the Washington State Department of Education, 1972): Career education is a term currently used to describe a sequentially developed education program offering career orientation, exploration, and job preparation for all students. Programs begin in the first grade, or earlier, and continue through adult life.

Wyoming (statement of Dr. Dean P. Talagan, Wyoming State Department of Education): Career education is one of the key purposes of education. It is a concept through which we instill a sense of self-identity and self-awareness within each student. It is individualized and geared to the 168-hour living week, not just the 40-hour work week. This concept motivates children to want to learn and makes them capable of economically supporting themselves and their families.

Other Commonly Quoted Definitions

Bureau of Adult Vocational and Technical Education, U.S. Office of Education (from "Career Education: A Model for Implementation," May 1971): Career education is a comprehensive educational program focused on careers, which begins in grade 1 or earlier and continues through the adult years.

American Vocational Association (from "Task Force Report on Career Education," *AVA Journal*, January 1972): Career education is needed by and intended for all people.... It is a lifelong process which extends from early childhood through adulthood, [is] based upon the premise that all honest work and purposeful study is respectable, provides the means by which the educational system can focus on career development, [and] provides a unifying core for the total educational enterprise with intensive occupational preparation as a significant aspect.... It will be necessary to utilize the common and unique contributions of all educators and the resources of home, community and school....".

Keith Goldhammer and Robert E. Taylor (in *Career Education: Perspective and Promise*, 1972): Specifically, career education is designed to capacitate individuals for their several life roles: economic, community, home, avocational, religious, and aesthetic.... Designed for all students, career education should be viewed as lifelong and pervasive.... Career education is systematic attempt to *increase* the career options available to individuals and to facilitate more rational and valid career planning and preparation. Through a wide range of school and community-based resources, young people's career horizons should be broadened. Their self-awareness should be enhanced.

Rupert Evans (in *Career Education: What It Is and How to Do It*, 1972): Career education is the total effort of the community to develop a personally satisfying succession of opportunities for service through work, paid or unpaid, extending throughout life.

Wesley Smith (Director of Vocational Education, California State Department of Education): Career education is a comprehensive, systematic, and cohesive plan of learning organized in such a manner that youth at all grade levels in the public schools will have continuous and abundant opportunity to acquire useful information about the occupational structure of the economy, the alternatives of career choice, the obligations of individual and productive involvement in the total work force, the intelligent determination of personal capabilities and aspirations, the requisites of all occupations, and opportunities to prepare for gainful employment.... It is a priority objective of public education, with achievement measured by employability in occupations, both gainful and useful, that are a reasonable match of both talent and the ambition of every citizen.

Those readers who are willing to study, compare, and think about this wide variety of definitions will discover that general, although not unanimous, consensus has been reached with respect to some definitional concepts. They will also discover that wide areas of disagreement are apparently still present among those who profess to be "definers" of career education. The following discussion is intended to concentrate on the areas of consensus and disagreement in these definitions.

General consensus is still rare enough so as to be rather readily identifiable. Most "definers" seem to be in agreement that career education: (1) is a conscientious *effort*, not merely an attitude or point of view (the important thing here is that, as an effort, career education is going to take some time and will cost some money), (2) is a program that begins no later than grade one and continues through all of adult education, (3) is a program that is intended to serve all individuals rather than some special segment of the population, and (4) emphasizes education as preparation for work. On these four basic definitional points, there appears to be general, though not unanimous consensus.

There appears also to be general consensus that vocational education, as we have known it, is but one of several important parts of career education. None of the definitions quoted above specifically excludes vocational education from the definition of career education. Several make vocational education an explicit part of their total definition of career education. None of these definitions makes vocational education synonymous with career education. Agreement seems to be present here.

Fairly general, though far from unanimous, consensus seems to exist for the notion that career education is to be viewed only as part of education and that the term "career education" is not synonymous with the term "education." Further, among those who agree with this concept, there seems also to be general agreement that the substance of career education is to be integrated into the total educational program rather than "added on" as a new subject, curriculum, or separate body of knowledge to be assimilated by students.* The fact that no consensus exists regarding the kind or amount of substance associated with career education is beside the point here.

Three basic and serious areas of disagreement appear to be present among the definers of career education. The first concerns itself with the primary rationale behind emergence of the career education concept. The controversy here, stated in perhaps an oversimplified form, centers round whether the career education movement was born because of a need to restructure American education, because of a need to improve the quality of transition from school to employment, or because of a need to restore work as a vital and viable personal value among our citizens. Of all the areas of current disagreement, this one is by far the most basic and the most serious. It deserves and requires special discussion.

Some definers of career education can be seen to place their primary definitional emphasis around the need to restructure the patterns of educational experiences and opportunities available to students. Such persons emphasize the need to blend the academic, general education, and vocational educa-

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*While it is natural to expect that educators feel that career education belongs in education, it is important to keep in mind that of the four career education models currently being funded by the National Institute of Education, only one is a *school*-based model. Further, those readers who believe this issue has already been settled are urged to study carefully plans now under development in the Department of Labor for career education. It is not at all settled yet whether career education represents a movement whose basic policies and actions will be centered within public education.

tion programs of American education in ways that provide a completely integrated pattern of educational opportunities from which students can choose. They seem intent on doing away with the fallacious notion that some high school students (those in the college preparatory curriculum) are getting ready to go to college, that some students (those in vocational education) are getting ready to go to work, and that some students (those in general education) are getting ready to get a diploma. Instead, they wish to see education as preparation for work become an important goal of all who teach and all who learn. While this is a concept that, as a generic goal, would have the enthusiastic support of almost all "definers" of career education, there are many who would disagree that this need, important as it is, forms the basic rationale for the existence and growth of the career education movement itself.

Other definers of career education have oriented their rationale for career education around the need to help those who leave our education system, at any level, to find paid employment that is satisfying to the individual and beneficial to society. Such persons base much of their efforts to implement career education programs around current national, state, and local statistics related to employment, unemployment, and underemployment of youth and adults in our society. Recognizing that in a postindustrial society such as ours, the relationships between education and employment become closer and closer each year, they plead for career education as a means of helping students plan, prepare for, enter upon, and progress in the occupational society. For such individuals, paid jobs for all who leave our education system is the "pot of gold" at the end of the career education "rainbow." Again, few would disagree with the desirability of such a goal. However, several of the definers of career education would disagree that this goal forms the basic rationale behind and the need for the career education movement itself.

Still other definers of career education have formulated their definitions around a basic rationale that emphasizes the need to make work possible, meaningful, and satisfying to each individual. To such individuals, distinctions between "work" and "making a living" are of basic importance. Whether work is paid or unpaid is not nearly so important as whether it is personally meaningful to the individual and beneficial to society. To such individuals, the concept of *productivity* is central to a meaningful definition of "work," and it is the need to restore the personal meaning and meaningfulness of work to the individual citizen that these persons see as the basic, underlying rationale for the career education movement. They would see both the need to restructure American education and the need to reduce unemployment and alleviate underemployment as means to the end of helping each individual discover and internalize a set of work values as a vital and viable part of his or her total personal value structure.

This first basic disagreement is currently very strong and very pervasive. Until and unless it can be resolved, we will continue to find the case for career education, and so the nature of career education itself, made and operating in quite different ways. It is an area of disagreement deserving of careful thought.

The second basic area of disagreement is found in perceptions of the long-range goals of career education. This area, too, is of basic importance in that it implies criteria appropriate for use in evaluating the results of career education. It can be seen, by those who study the definitions of career education presented here, that some would effectively limit the long-range goals of career education to post-educational job experiences of former students. For such persons, such criteria as the appropriateness of career decisions, the proportion of former students entering directly training-related employment, the relative success of former students in their chosen occupations, and the relative degree of satisfaction such persons find in their jobs would be the primary criteria used in evaluating the long-run effectiveness of career education. Few if any of the definers of career education would argue about the necessity for applying such criteria in evaluation of career education. At the same time, many would argue that because such criteria are *necessary*, this in no way means that they are *sufficient* for use in evaluating effects of the total career education effort.

Careful study of the definitions presented earlier will make clear that in defining career education, some persons are using terms such as "total life-style," "self-development," "total life education," "economic, community, home, avocational, religious, and esthetic life roles," and "enhancement of the decision-making process." Such perceptions of the career education mission go far beyond either concern for helping school leavers find jobs or an emphasis on work values as part of one's total personal value system. Those arguing for such a broadly based definition of career education have available for use in evaluating the career education movement almost all criteria that could be used to evaluate the total educational program. While few of those who have thought deeply about the career education concept are unaware of the fact that a career education effort holds potential for influencing many aspects of an individual's life, many are worried about the potential danger of picturing the concept so broadly that it is difficult to distinguish "career education" from "education" itself. Those who worry in this way are contending that career education is big enough and important enough so as to have only a finite set of goals and criteria for evaluation that make it clear career education is only one of a large number of worthy goals for the total education system.

Those definers of career education who see the goals of career education concerned about making work possible, meaningful, and satisfying to all individuals would apply still another set of criteria in evaluating the career education effort. To such persons, the three key words are "possible," "meaningful," and "satisfying." When such words are applied to a concept that allows work to be either paid or unpaid in nature, these three words take on still further meaning. Such persons, while endorsing and supporting all of the evaluative criteria proposed by those who see paid jobs as the endpoint of career education, would extend the concept to include criteria used in evaluating the efficacy of work for volunteer workers, for full-time homemakers, for those on welfare rolls, and for older persons who have retired from paid employment. In addition, they would place great emphasis on evaluative criteria related to the development and internalization of various kinds of work values that can bring meaning and meaningfulness to the individual. They are concerned about ways in which a person can increase his feelings of self-worth, self-identity, and accomplishments through work he or she performs – whether or not that work is in the form of a paid job. Finally, such definers of career education are concerned about conditions of the workplace that affect worker satisfaction and would value evaluative criteria appropriate for measuring this effort of career education. In short, they would limit evaluative criteria to those demonstrably related to the concept of work. In this sense, their evaluative criteria would be broader than those concerned only with paid employment, but considerably more narrow than those concerned with such concepts as "religious and esthetic life roles."

The third basic area of disagreement concerns itself with whether career education should be pictured as an effort of the schools alone or whether it should involve the home and community as well. Seven of the definitions of career education presented earlier specifically include the home and community in their definitional statements. Of those remaining, nine appear to define career education as an effort of the schools alone, while in the remaining definitions, it is unclear whether or not the home and community will be involved in career education. This of course is a serious area of disagreement in that it speaks to both the scope and to the locus of control of career education efforts. As with the preceding two areas of basic disagreement, there appear to be three divergent positions emerging. Some people who define career education appear to picture it as an effort controlled and existing only within the system of public education. Others appear to picture involving the occupational community (and perhaps the home) as *cooperating* agencies, but with the control and direction of career education resting within the educational structure. Still other definers of career education are viewing both the home and the broader community as active *participants* in the total career education effort under conditions where public education is but one of several agencies involved in charting the course and direction of career education in a given community. Who will determine the goals of career education? Who will control it? Who will direct its efforts? Where will career education take place? Who will pay for it? These are some of the key questions to ask with reference to this area of basic disagreement.

There is little doubt but that these three areas of basic disagreement do exist among the definers of career education.

It is probable that if all of the current definers could be brought to a single place to discuss these areas of apparent disagreement, considerable progress could be made toward arriving at a greater degree of consensus. The areas of disagreement are probably not as sharp as they have been pictured here. There is currently no single "definer" of career education whose definition can be said to be lacking in wisdom or in thoughtful consideration. At this point in time, it seems advisable to encourage the widest possible divergence in definitions of career education. By doing so, the career education movement can grow and gain in strength by virtue of attempts on the part of the definers to convince others of the validity of their particular point of view.

Components of Career Education

Career education is and will continue to be operationally defined through the actions and activities of institutions purporting to operate career education programs. How is a school system to know if it has a comprehensive career education program? Answers to this question are currently appearing in a variety of forms and from a variety of perspectives. In hopes that further clarification of the meaning of career education can be obtained, two different and divergent means of answering this question are presented here.

One comprehensive and very thoughtful approach to this question is found by examining the Comprehensive Career Education Matrix (CCEM) developed for use in the School-Based Model for Career Education by the project staff at the Ohio State Center for Vocational and Technical Education. This staff identified eight broad elements, each stated in terms of student activities and student outcomes, which, taken together, serve as one operational means of defining career education. The complete CCEM, involving 32 subordinate themes, 1,500 goals, and 3,000 general performance objectives associated with these eight elements, stands as perhaps the most comprehensive operational definition of career education yet developed. Here, only the eight broad elements themselves are presented.

An outline of these eight elements is found in a recent publication by Louise J. Keller entitled *Career Education In-Service Training Guide* published by the General Learning Corporation (Keller, 1972). According to Keller, the eight elements are pictured, in the CCEM view, in the following fashion:

Basic Career Education Elements

Career Education Elements	*Element Outcomes*
1. **Career awareness** – knowledge of the total spectrum of careers	1. **Career identity** – role or roles within the world of work
2. **Self-awareness** – knowledge of the components that make up self	2. **Self-identity** – know oneself – consistent value system
3. **Appreciations, attitudes** – life roles; feelings toward self and others in respect to society and economics	3. **Self-social fulfillment** – active work role; satisfying work role
4. **Decision-making skills** – applying information to rational processes to reach decisions	4. **Career decisions** – career direction; has a plan for career development
5. **Economic awareness** – perception of processes in production, distribution, and consumption	5. **Economic understanding** – solve personal and social problems of an economic environment
6. **Skill awareness and beginning competence skills** – ways in which man extends his behavior	6. **Employment skills** – competence in performance of job-related tasks
7. **Employability skills** – social and communication skills appropriate to career placement	7. **Career placement** – employed in line with career development plan
8. **Educational awareness** – perception of relationship between education and life roles	8. **Educational identity** – ability to select educational avenues to develop career plans

The CCEM model provides a very viable way of defining career education through expected student outcomes that can and have been stated in behavioral terms. The fact that to present a model in this fashion does not speak to *how* these outcomes are to be attained or *who* is responsible for their attainment detracts not at all from the viability of these eight career education elements. The CCEM has made a valuable contribution to the definitional debate.

A second significant contribution to defining career education programs in operational terms is found in a paper presented by Dr. Duane J. Mattheis, Deputy Commissioner for School Systems, U.S. Office of Education, to the statewide conference on career education called by the Oklahoma State Department of Education, September 20, 1972 (Mattheis, 1972). In that paper, Dr. Mattheis presented a set of eleven operational objectives for career education recently set forth by USOE. Both because of their usefulness in providing an operational definition and because these objectives provide clear clues regarding ways in which some of the definitional arguments regarding career education have apparently been resolved (at least for the moment) by USOE, these objectives are presented here as stated in Dr. Mattheis paper. They include:

(1) Provide students with a more unifying, relevant curriculum; infuse academic and general curriculum course offerings with career relevance; end channeling of students into tracks.

(2) Provide educational experiences to give students increasing knowledge of occupational alternatives and the world of work. This experience should begin in elementary school and continue as long as needed.

(3) Provide nonacademic career options (at secondary, post-secondary, and adult levels) which have equal status with academic career options. The unfairly discriminating distinctions between the academic tract and vocational tract must be eliminated.

(4) Provide students with a comprehensive and flexible program of career-qualifying opportunities – one that will allow students to progress at their own pace and yet will not lock them into a particular tract. It should increase the options available at the secondary and post-secondary levels through greater breadth of course offerings, more meaningful content (jobs with a future), and availability of different types of learning modes.

(5) Provide for greater involvement of employers in the educational experience of all students. Employers can make an important contribution through work-study and cooperative education programs, involvement in

occupational guidance, career orientation, and placement activities, and in employer-conducted alternatives to the "in-schoolhouse" education.

(6) Provide students with career counseling that begins early in the educational program and follows through to job placement or further education. While the system should be built on the principle of maximizing individual choice, students should be provided with options that are realistically related to labor market conditions. A job placement function should be located in the schools.

(7) Provide opportunity for counseling, reentry, and retraining for those who have exited the system – both for those who have failed to gain employment and those in the world of work. Individuals whose skills are no longer marketable, those in dead-end jobs, and those who want a career change for personal happiness should be able to reenter the system.

(8) Provide its graduates from the secondary level and each level thereafter with the skills either to enter the world of work or to embark on additional education. Many career options will require education beyond the secondary level, and the system should provide this experience. The criterion should be that at the exit point for each career option, the student is qualified to enter that career.

(9) Provide students with some notion of what is wrong with the world of work, particularly the way jobs are structured. Simply preparing students to accept the occupational system is insufficient.

(10) Provide the consumers of career education with a role in its design and implementation. If individuals are to gain greater self-autonomy and control over their destiny, it is important they be involved in the planning and development of career education.

(11) Provide students with credentials that overcome discriminating distinctions both in school and in the society at large. Give credits for vocational courses that

are of equal value to those given for college preparatory courses. For those whose work performance qualifies them, give credentials of competitive value for educational or career options. This will require an active role in seeking to change the credentialing procedures for entry into the world of work.

It will be noted that each of these U.S. Office of Education operational goals for career education begin with the word "provide." It is clear that this view of career education is one that will require time, effort, and funds. It is a very long way from earlier USOE statements that referred to career education as an "attitude" or a "point of view." School systems that wonder whether or not they are offering a comprehensive program of career education would do well to view their efforts in light of these eleven basic operational goals for career education supplied by Dr. Mattheis.

Validity of Definitions

So long as one limits himself to the task of conceptualizing, any definition of career education can be considered "valid." However, when people attempt to convert a given concept into an operational program of action, "validity" of a definition is determined by how well the action program works. This chapter would be incomplete were the problem of validity of definitions to be ignored.

There is little doubt but that those who are defining career education in terms of needed, basic changes in the K-12 system of public education could demonstrate the validity of their definition through operational program results. The two basic claims being made by these definers are that a career education emphasis will (a) make school more enjoyable and meaningful to both students and teachers, and (b) result in increases in pupil achievement. We know enough about educational motivation, about curricular methodology, and about worker satisfaction so that both of these claims could be readily validated through action program results.

This is not to say that it would be easy or that these claims could be validated with the embryonic career education programs now in existence. If these claims are to be validated, major curricular and school organizational changes must be made – including initiation of an open-entry/open-exit system of education, performance evaluation, the year-round school, expanded career guidance programs, and changes in teacher certification requirements. Moreover, major changes in classroom teaching procedures resulting in increased use of both teacher and student ingenuity and creativity would have to take place. All of these things could be done if the needed investments of time, effort, and money were to be committed.

A more serious problem of validity must be faced by those definers who emphasize career education as a concept through which each student leaving school will either be prepared to (a) find gainful employment, or (b) continue his or her education. As of today, we still find many persons leaving our secondary schools who can find neither a paid job nor the funds required to continue their education. So long as this situation continues, the operational validity of this concept of career education is open to serious question.

Again, we find a concept that is capable of validation only if massive changes take place. One such needed change will be a great expansion of vocational education at both the secondary and at the post-secondary school levels. Present vocational education programs, even though staffed by persons with unusually high dedication and commitment, are simply inadequate in size and scope to serve all persons who need vocational education. A second required change will be in rather major revisions in both child labor laws and in the minimum wage laws now on the books. These laws are currently preventing employers from creating jobs that could appropriately be entered by persons of secondary school age. A third and related required change will be the creation of comprehensive financial aid programs so that any person who desires to prepare himself or herself for work at the post-high school level will be able to do so. Unless these kinds of changes come about, the operational validity of this concept of career education must be seriously questioned.

The most serious problems of operational validity are faced by those definers, like myself, who picture the goals of career education as ones of making work possible, meaningful, and satisfying to each individual. For this concept to be validated by action program results, it will be necessary that all of the kinds of changes called for by the two preceding kinds of definitions be accomplished. In addition, it will be necessary for basic changes to take place in the workplace itself. The basic causes of worker alienation, like the basic factors leading to worker satisfaction, have been well studied and researched for a good many years. There has been a tacit assumption, and some evidence, that a positive relationship exists between worker satisfaction and productivity in the workplace. Yet the workplace, for many employed persons, continues to lack those ingredients that would make work become personally meaningful and satisfying to the individual. It is fruitless to attempt to picture work as a *pleasure* to our students so long as it continues to be regarded as a *punishment* by many workers. To continue in this fashion will simply ensure the invalidation of this concept of career education.

The basic problem to be resolved is one of making workers happier with their work while at the same time maintaining the basic and essential discipline of the workplace. It will not be easy to give the individual worker more autonomy while simultaneously retaining the concept that every worker has a "boss." Again, we find a problem that certainly is capable of solution but one that does not as yet appear generally to be solved.

Those who accept responsibility for formulating conceptual definitions of career education cannot avoid responsibility for considering how their concepts can be translated into meaningful action programs. Conceptual definitions are obviously essential in that one cannot efficiently reach a destination unless he knows where he is trying to go. At the same time, those who conceptualize the road to success for career education must include, in their "road map," some indication of obstacles to be overcome along the way. Unless this is done, career education will be only a dream which, like all dreams, will disappear in a relatively short time.

Concluding Remarks

The definitional debate concerning career education is well under way. Here, an attempt has been made to provide the reader with selected examples of career education definitions which have been officially adopted by some state agency, professional organization, the U.S. Office of Education, or some recognized leaders in the career education movement. An attempt was made to provide a brief discussion of basic areas of apparent consensus and continuing disagreement found among those who have attempted to define "career education." Two contrasting approaches to defining career education in more operational terms were presented. Finally, questions were raised regarding the validity of various career education concepts. It is hoped that this diversity in approaching the definitional problem may be helpful to those seeking to understand the meaning of career education.

In the long run, of course, "career education," like any other educational concept, will be defined by individual school systems and communities across the nation. Several hundred such local units have already completed initial versions of this definitional task for themselves. Had space and resources been available, these are the definitions that should have formed the substance of this chapter. The real leadership in the career education movement has come from those local communities throughout the country who have undertaken to define career education in terms of action programs they run. It is hoped that this chapter may help some such communities move forward in their continuing attempts to bring meaning and meaningfulness to the career education movement through their attempts to better serve all individuals – both youth and adults – in those communities. This is where the "action" is and where it should be.

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4.

Career Education: Myth or Magic?

Proponents and opponents of career education are increasing. Some have described it as the most positive and powerful force for educational change that ever existed. Others have described it as a vicious scheme designed to undermine quality and lower educational standards throughout the country. Both extremes are equally wrong.

Emphasis Should Be on Study

Fortunately, most professional educators find themselves today somewhere between these two extremes. This is how it should be. One of the marks of the truly professional educator is his willingness to search for clear understandings about both the nature and the implications of new educational concepts prior to either accepting or rejecting them. Career education currently suffers from too much "selling" and too little serious study. It is hoped that our emphasis here can be on study, not on selling.

Four initial questions need to be identified and answered: (a) What *is* career education? (b) What forces have led to the current emphasis on career education? (c) What is the current

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status of career education? (d) What are the major implications for educational change growing out of career education?

The purpose of this article is to provide a broad and factual basis for beginning to answer these four questions. Comprehensive and final answers would require much more time and very much greater insight than is available to me. This, too, is fortunate in that whatever is regarded as a "final" answer – one to which a person is completely committed at a particular point in time – must come from within the professional person. They cannot and should not be imposed by others.

What Is Career Education?

No national consensus exists among leaders in career education about the definition of this term. The debate rages. A review of the variety of definitions would not seem parsimonious here, but it seems more prudent to examine only a single definition in order to establish a common point of departure for professional debate. The definition that has received the most national publicity is the one in the film on career education and the USOE publication *Career Education: A Handbook for Implementation* used in the recent sixteen regional U.S. education commissioner's conferences on career education. Since I wrote it, I happen to like it. In those documents, it reads:

> Career education is the total effort of public education and the community aimed at helping all individuals become familiar with the values of a work-oriented society, to integrate those values into their personal value structure, and to implement those values in their lives in such a way that work becomes possible, meaningful, and satisfying to each individual.

Among the more important of the basic concepts implied in this definition are the following:

- "Public education" means education available to the public and from which the public may choose. Thus career education speaks to all educational settings, not just the K–12 public school system.

- Career education involves an active partnership between education and the community. It is not something the schools can be expected to do by themselves.

- Career education concerns itself with education as preparation for making a living. This obviously is only part of the broader goal of preparation for all of living. Career education is not all education, but only one of a number of worthy educational goals.

- The objectives of career education are to help *all* individuals *want* to work, *acquire* work skills, and *find* employment.

- The *goals* of career education are to make work *possible*, *meaningful*, and *satisfying* to each individual. This will demand new ways of viewing work values over and beyond the classic Protestant work ethic.

Five components of career education are pictured in the USOE film and official handbook. The nature and basic rationale for each must be specified.

Emphasize Career Implications

The first component consists of the efforts of all classroom teachers at all levels to emphasize the career implications of the substantive content they seek to help students learn. The three goals of this component are to help students acquire a personal set of work values that will help them want to work, to understand their need to learn *this* substantive content enabling them to acquire higher level educational skills later as preparation for work, and to understand the importance of this substantive content as it relates to various careers.

In short, this component aims to help students see some relationships between what they are now studying and possible careers they may choose to follow in the future. This form of educational motivation is seen as one that should appeal to all of the students some of the time and to some of the students almost all of the time. If incorporated with all other forms of educational motivation, it is assumed that students will learn more substantive content. That assumption has already attained partial validation.

The second component consists of vocational skill training in formal education. The goal is to provide students with occupational skills required to work successfully. The phrase "vocational skill training" rather than "vocational education" is used to emphasize the fact that any class may be vocational skill training for one or more of its students. A mathematics class is vocational skill training for the prospective engineer or mathematician just as a machine shops class is vocational skill training for the prospective machinist.

Through this reasoning, it is hoped that we can eliminate the false notion that only a part of the school called "vocational education" prepares students to work, while the remainder of the school exists for other purposes. More importantly, we hope to eliminate a second false perception that pictures only vocational education students as ones preparing to work. Education as preparation for work must become a major goal of all who teach and of all who learn. This of course does not mean that the goal must be one of providing students, by the conclusion of any given course, with immediately marketable job skills.

Community Participation

The third component consists of efforts of the business-labor-industry community to participate in career education. This is pictured, in part, as providing observational, work experience, and work study opportunities for students *and for those who educate students* – for teachers, counselors, supervisors, and school administrators. Like all other components, this one is seen as appropriate for all students – those who choose to go to college as well as those who choose not to do so. As a rationale, this component assumes that neither students nor educators can learn what they need to know about work or about relationships between education and work by insulating themselves from the real world of work outside education.

An equally important part of this component consists of cooperative efforts aimed at helping students make a successful transition from school to work. Implementation of this component calls for major changes both within and outside formal education. To date, the business-labor-industry community has appeared to be more ready for such changes than has the formal educational community.

The fourth component of career education consists of career development programs that begin no later than kindergarten and continue through all of adult education. Career education, without career development, is simply "brainwashing" and could be supported by no person who truly cares about his fellow human beings.

This component, involving the efforts of all educators and those of persons outside education, aims to help students understand themselves and their educational-occupational opportunities, to make reasoned choices, decisions, and adjustments related to these understandings, to accept personal responsibility for decisions they have made, and to implement these decisions in such ways that bring satisfaction to the individual and benefit to society. Counselors will be important persons in the career development program component, but many others will also have vital responsibilities for its successful implementation.

Responsibility of Parents

The fifth component of career education consists of activities carried out within the home and family structure. This component recognizes both the right and the responsibility of parents to care about and to influence attitudes their children develop toward work, toward education, and toward the relationships existing between work and education. It sees the home as a place where both work values and the dignity of all honest work can be taught.

Additionally, it recognizes that if we help students get ready to earn money, we must also help them get ready to spend it and so assigns a consumer education role to the home. Finally, it recognizes the need to influence parental attitudes in ways that will lead parents to be supporters, rather than antagonists, of career education's goals.

The success of career education is seen as equally dependent on each of its five major components. Elements of each component have been present in American education for many years. Career education asks that all elements and all components now be put together in a comprehensive career education package that will truly make work possible, meaningful, and satisfying to each individual. Should this be attempted? Can it be effectively accomplished? What will be the price of career education? Questions such as these must now be considered – and answered.

Forces behind Career Education

Forces both outside and within education have combined to create the current demand for a career education emphasis. While some people may resent and resist such forces, there is no doubt of their existence. It seems desirable here to specify these forces as clearly as possible.

Within the broader society, the general condition creating a demand for career education can be identified as a steady but persistent erosion of the work ethic in the United States. Results of this erosion are seen in the current high unemployment rate; in the steadily growing gap between youth and adult unemployment rates which, from 1960 to the present time, have grown from a ratio of 2:1 to almost 5:1 and are still rising; in the ever-increasing cost of welfare payments that must be provided for the unemployed; in the continued presence of a condition where the cost of producing goods and services is rising at a rate approximately four times as great as the actual rise in production itself; in the spectacular failure of remedial manpower programs to reduce the numbers of job seekers who lack job skills required in today's occupational society; in the rapid rate at which other nations in the world are gaining on the United States as producers and suppliers of goods and services in the world market; and in the demand to find and reward new kinds of work values and work motivations in the post-industrial society in which we live.

Is Education to Blame?

Conditions such as these have created a societal crisis that is clearly recognized at the highest levels of government and in both major political parties. As with most other societal crises, education is being assigned a major (and undue) portion of the blame and is being asked to assume an even greater portion of responsibility for effecting a cure.

Within education itself, those urging a career education emphasis point to such facts as our continuing high secondary school and college dropout rates; the general condition that finds 80 percent of secondary school students readying themselves for college attendance when less than 20 percent of the jobs in this decade will require a college degree, a condition that finds records being simultaneously created in the numbers seeking college admission and the growth in unemployment rates among college graduates; the continuing presence of literally millions of students with no clear-cut vocational or career goals; the high degree of student unrest and disenchantment found among students at both the secondary and post-secondary school levels; the relative slowness with which adult and post-secondary occupational education programs are being initiated and accepted; and the general failure of American education to recognize the increasingly close relationships between education and work that are a natural accompaniment of the postindustrial, service-oriented occupational society in which we now live.

These kinds of educational conditions have surely been factors in the record number of school bond issues that have failed in the last few years, and in the growing amount of criticism being leveled at education and at educators at all levels of education. Many of those who now criticize are claiming that comprehensive career education programs can help correct each of these conditions. Whether or not they are right remains to be seen.

Current Status of Career Education

Even the most rabid critics of career education cannot deny its current popular support. This support is seen in the high priority assigned to it by HEW Assistant Secretary Sidney P. Marland and in the willingness of USOE to back up its verbal support with millions of dollars earmarked for career education efforts. In fiscal 1972, that dollar support exceeded $113 million and with passage of the Higher Education Act and its signing by the President on June 23, 1972, that amount will surely be several times as great in fiscal 1973.

Support for career education is certainly not confined to the U.S. Office of Education. Grant Venn of Georgia State University reports that all states but one have reported plans for at least one statewide conference on career education with several states planning governors' conferences on this topic. It has been estimated that a minimum of 25,000 key individuals, both educators and non-educators, will attend these conferences. Several states have designated career education as among the top priorities of the state board of education. President Nixon endorsed career education in his 1972 State of the Union message to Congress.

In addition, career education has been endorsed and supported by such diverse national groups as the U.S. Chamber of Commerce, the American Association of Junior Colleges, the American Association of State Colleges and Universities, the National Advisory Council on Vocational Education, the Council of Chief State School Officers, the American Association of School Administrators, the American Vocational Association, and the National Association of Secondary School Principals. No large national organization, either within or outside education, has to date taken any formal position in opposition to career education.

The U.S. Office of Education has received three times as much mail from the general public supporting career education as it ever received in support of the "Right to Read" program. The "star" of career education is definitely rising. Will it continue to do so? To answer this question, we must now look at the kinds of changes necessary if career education is to become a reality in American education.

Implications for Educational Change

The successful implementation of career education will demand major changes in American education. Optimism can be found in the fact that, without exception, the seeds for the basic kinds of change needed are deeply rooted in many years of educational research and innovation. Such changes include:

- The creation of a true open-entry/open-exit system of education in which the term "school dropout" becomes obsolete.
- The installation of performance evaluation as a primary basis for evaluating educational accomplishment.
- The creation of the twelve-month school year, the six-day school week, and the eighteen-hour school day in which both youth and adults can learn together in courses that run for varying lengths of time under some form of flexible scheduling.
- An increased emphasis on a project activity-oriented approach to instruction that will allow greater individualization of instruction and demand relatively small class sizes.
- The presence of twelve-month contracts for all professional educators that call for part of the time to be spent in the world of work outside of education and/or in other kinds of learning activities.
- The creation of comprehensive career guidance, counseling, placement, and follow-up programs that serve both in-school and out-of-school youth and adults.
- The creation of methods for granting educational credit to students for tasks performed outside the walls of the school and under supervision of persons who do not possess standard teaching certificates.

Conclusion

These are but a few of the major kinds of educational change called for by career education. Is it any wonder that some have referred to career education as an educational revolution? Personally, I prefer to think of it as an educational evolution. There are several reasons for this, including the fact that none of these basic proposals is new, the fact that no school system can implement all of them at one time, and the fact that all of them will require additional funds, the provision of which will surely slow the implementation of career education to some extent.

We have now reached a point in time when we must either support or oppose career education, for it can no longer be ignored. The demand for career education is real and it is strong. The basic concepts of career education have now been stated clearly enough so as to be capable of debate. The methodology for implementing career education is largely known and validated. The prospects for obtaining the additional funds required if career education is to work appear bright. There remains only a question of commitment to career education on the part of the individual professional in education. That question must now be asked – and answered.

5.

Career Education and Career Choice

Appearing before the 33d session of the International Conference on Education in Geneva, Switzerland, last September [1971], U.S. Commissioner of Education Sidney P. Marland, Jr., said:

> Career education is designed to give every youngster a genuine choice as well as the intellectual and occupational skills necessary to back it up.... Career education will begin as early as kindergarten.... As a younster advances into junior high school, he will select three of fifteen occupational clusters... and begin exploring the nature of careers in each.... By senior high school, he will concentrate on one cluster, developing sufficient skill in a specific occupation to qualify for a job.... Each student's program will retain sufficient flexibility to enable him to switch to a related occupation later with a minimum of additional training. In addition, each student in a career education program will always retain the option of going on to higher education.

In a position paper on career education adopted in Las Vegas last October [1971], the National Association of State Directors of Vocational Education said:

From a speech given to the Guidance Division at the American Vocational Association Convention, December 1971, and printed in the *American Vocational Journal* (March 1972).

> In the quest for relevancy in education, nothing is more pertinent than providing every youth with the capability [of making] intelligent career decisions – and the opportunity to prepare for entry and progress in such careers.... Central to the belief that career decisions must be made through sensible choice rather than haphazard chance... is the proposition that public education, from kindergarten through college, must set about making arrangements of organization and instruction that will meet such needs.

With such great support coming from such important people, it would seem that counseling and guidance services must be destined to play an important role in career education. If this be so, then it follows that the effectiveness of such services will be subject to careful and continuing evaluation. It is not too early to begin establishing the basis for such evaluation.

In this context, Commissioner Marland and the state directors' use of such phrases as "genuine choice," "intelligent decision," "sensible choice," and "haphazard chance" become of great concern to the guidance movement. What do such terms really mean? By what criteria will their accomplishment or lack of accomplishment be evaluated? What skills are required for their attainment? What are the parameters of the task involved?

The literature on both decision making in general and vocational decision making in particular is too voluminous to be even briefly reviewed here. Instead, this article will be limited to consideration of three parameters of the problem. They are (1) the goals for career choice in career guidance, (2) the process of career choice, and (3) career choice, vocational education, and the problems of youth.

Goals for Career Choice

The goals for career choice lie in its process, not in its end results. It is not *what* the individual chooses that concerns us. What is important is *that he chooses*. It is the reality of choice rather than the realism of choice that is our primary concern. The wisdom of the basis on which individual choices are made is much more germane to evaluating effectiveness of career guidance than any judgments regarding the supposed wisdom of the choices that are made. Martin Katz states the basic issue clearly when he chooses the question, "How can students learn to make decisions wisely?" as being more important than the question, "How can students learn to make wise decisions?"

Those who assume I am only playing with words make a mistake. They miss the degree of importance I attach to the concept and the meaning of individual freedom. If one really believes in freedom for the individual, it is basically inconceivable to also believe that others can judge the appropriateness of the career decisions any individual makes. That appropriateness depends on and is a function of the personal value system of the individual and can be known only in part to other persons. The "if I were you" approach to vocational advising is patently ridiculous on its face. It becomes even more so when applied by a white, middle-class counselor to a disadvantaged black student from the inner-city ghetto.

The freedom of choice we seek to protect for the individual is without limits. It includes not only the freedom to choose things different from those we would choose for him, but also the freedom to refuse to choose at all. For if we were to insist that the individual choose, we would not be giving him real freedom. Thus we would resist a goal of finding every student with a career choice if the presence or absence of such goals were to be used as a criterion for evaluating our effectiveness. We would contend that our most successful career guidance might occur with a student who makes no career choice at all. That is not to say that anyone – the student, ourselves, his parents, or the school staff – would be pleased with such a result, but only that the student's freedom is more important. Freedom, not pleasure, is the goal here.

No Best or Worst Choice

Such an extreme view of individual freedom can be comfortable only to those with great faith in the worth and dignity of the individual. I have no doubt that given bona fide choices and adequate assistance in the decision-making process, most individuals will choose in ways beneficial both to themselves and to society in general. This belief, like the belief in individual freedom, is absolute and without limits.

Lest misunderstanding should result here, let me hasten to add that freedom to choose demands, as a prerequisite, that real choices be present. The term *choice* when applied to various options implies that there is no automatic or universal social ordering of such options from best to worst. It implies that the ordering of alternatives will be an individual matter – that the best choice for one individual may be the worst choice for another. That is what motivates many of us in the guidance field to work in vocational education. We do not fight for vocational education; we fight to make it possible for individuals to choose vocational education from among all options available to them – and to make it possible to choose one form of vocational education over another.

This view holds that to simply increase choices without simultaneously providing assistance in decision making is to create confusion among those being asked to choose. To provide information regarding choices is not equivalent to providing choice itself. For information, properly assimilated, leads to knowledge; and it is the internalization of knowledge in the personal value system of the individual that leads to the wisdom required for good decision making. Such an internalization demands that the individual carefully weigh all that he knows regarding his opportunities with all that he knows about himself as a person, and that his choices represent a reasoned balanced of the two.

There are many today who appear tempted to short-cut the uncomfortable and inefficient process called "counseling" – which, for most students, is where this internalization can best take place. To eliminate counseling and counselors from the career choice process would be to make a mockery of the process itself. Any effort to do so must be resisted.

Right to Change

The right to change is held to be as sacred as the right to choose itself. The so-called irreversibility of career choice that theorists such as [Eli] Ginzberg describe applies only to the obvious notion that once a choice is made, it has been made –

period. That concept speaks not at all to the right of the individual to change choices whenever and wherever it seems appropriate to him to do so. Unlike good wine, a choice is not necessarily supposed to get better with age. In these times of rapid social and occupational change, the concept of a stable and unchanging career choice has an increasingly hollow ring about it. There is no better way to learn how to choose than through choosing itself.

Several years ago, Carl McDaniels (1968, pp. 242–49) made this point well in an article entitled "Youth: Too Young to Choose?" It is an article we should all re-read frequently. The best career choices are those that from their inception, hold the possibility of change with changing times, changing opportunities, changing experience, and changing knowledge.

Process of Career Choice

The process of career choice must be viewed within the context of vocational guidance. Donald Super's 1951 definition (pp. 88–92) of vocational guidance as "a process of helping a person to develop and accent an integrated and adequate picture of himself and his role in the world of work, to test this concept against reality, and to convert it into reality, with satisfaction to himself and benefit to society" is, in my opinion, the best starting point from which to view the process of career choice as part of vocational guidance.

A second essential definition is that of a "good decision." Here I am content to use H. Gelatt's 1962 definition (pp. 240–45) of a good decision as "one in which the decider considers alternatives and probabilities and is willing to accept the responsibility for the consequences." It is within the framework of these two definitions that the process will be considered here.

It is important of course to recognize that it is a process, not an event of which we are speaking. The process of career choice for most individuals begins very early in life and may continue, with varying degrees of intensity, through much of their lifetimes. The wisdom of any particular decision is related to the temporal necessity of implementing it.

Question of Values

Three important questions must be resolved by the individual in making a career decision. The first of these is: What is important to me? This of course is a question of personal work values. The concept of personal work values extends far beyond that of vocational interest. In addition to interest in a vocation, it includes such variables as the importance of income, educational investment, security, variety, leisure time, prestige, and many other personal considerations.

The personal value question is the beginning point in the making of wise career decisions. It is a question that can be truly answered only by the individual himself. Thus it is the prime basis for the contention that a "sensible" career decision is not something that can be determined by an outside observer. It is a question that demands a view of people in education and people in vocations as well as a view of education and occupations as entities in and of themselves. This emphasis on life-styles, in terms of work values, is well illustrated in Ann Martin's *Mar Media* publications (1971) and in the ETS System of Interactive Guidance and Information (1971) developed under the direction of Martin Katz. Both of these efforts are deserving of careful study and serious consideration by those charged with assisting students in the process of making career decisions.

Question of Options

A second essential question to be answered is: What is possible for me? The question of possibilities is quite separate from the question of probabilities and should be considered so in the career choice process. This of course is the question of the kinds of options from which the individual is free to choose. The nature of all such options, both educational and vocational, is – in wise vocational decision making – considered in light of answers the individual has discovered and is discovering in his personal work value system.

Again, decisions regarding which of these alternatives is proper for the individual to consider should remain with the individual himself. Those attempting to assist him in the career choice process are charged with responsibility for maximizing the number of such alternatives and clearly specifying the differences among them in ways that leave the individual free to decide for himself which he wants to consider further.

Prediction Question

The third and final question in the career decision-making process is: What is probable for me? This is the old trait-and-factor prediction question that used to be of prime importance under a "matching men and jobs" approach to vocational guidance. While we have now gone far beyond any such over-simplified view of vocational guidance, the question of probable outcomes for various possible decisions remains an important part of the career decision-making process.

In spite of the great effort devoted to finding answers to this question, much remains to be done. As Thorndike and Hagen (1959) point out, we have been generally and consistently ineffective in predicting occupational success from characteristics of individuals. While a fair degree of success has been attained in predicting academic success of college students, it is rare to find similar degrees of success reported in predicting academic success of vocational students. The only two large national testing organizations now operating nationwide programs for prediction of post-high school vocational success are the Career Guidance Program of the American College Testing Program (1970) and the Comparative Guidance and Placement Program of the Educational Testing Services (1971). So far, reported success of the ACT Career Guidance Program in this regard has been dismal. While results of the ETS program are generally encouraging over other types of programs, it has not reported prediction results specifically by training program by school – which of course is what is needed.

Reasoned Choice

Data found on the prediction question, and on the other two as well, can be expected to have different meanings for different individuals. Again, in the long run, we are dealing with value systems. Some people place high value on playing it safe; others are "high risk" individuals who may find the risk itself a powerful source of motivation.

The wisdom of the career choice decision is to be found in the ways in which the individual is able to gather accurate data regarding each of these three questions, the ways in which he is able to combine such data with his own personal value system so that he can answer each question for himself, and how skillful he is in constructing meaningful relationships among answers given to all three questions that will lead him toward a reasoned career choice.

Career Choice and Vocational Education

Finally, it seems appropriate to simply try to list some of our current needs if we are to provide sound assistance in career choice decision making to students and prospective students of vocational education. This list is intended to be illustrative of things that do exist in an exemplary way somewhere in the country but which, in spite of thir great need, are still leargely missing in most educational programs. First, we need occupational awareness programs for elementary students that concentrate fully as much on helping them acquire a set of work values as on helping them "know about occupations."

Second, we need vocational exploratory programs in junior high schools that truly allow students to try out various occupational areas through mini-course, mini-lab, and mini-job experiences. Such tryout experiences should not be limited to specific offerings to be found at the senior high school level. Third, we need more flexible ways by which any student – beginning as early as seventh grade, or even earlier – can enter vocational education classes. To limit such enrollment only to students who have successfully survived grades of "college prep" instruction with a minimum of *C* average is to effectively deprive some of the students who need vocational education most from any opportunity to take it.

Fourth, we need increased flexibility in the scheduling of vocational education classes. The three-hour block approach simply is not consistent with all that we know about the process of career choice. Nor is it consistent with the motivation patterns of the here-and-now generation. We need shorter units with quicker indicators of success and increased opportunities to move from one training area to another.

Fifth, we need senior high school programs of vocational education that are comprehensive in nature and available to all youth. Whether the USOE's fifteen occupational clusters are the right ones is relatively immaterial compared with the tremendous importance of giving senior high school students everywhere opportunities to acquire occupational skill in a number of areas not necessarily related to their own geographic place of residence. Similarly, it is relatively unimportant from a guidance standpoint whether those opportunities are made available as part of a comprehensive senior high school or as part of an area vocational school. What is important is that they be available to the extent students want to elect to use them, and that they be made available to all students – those planning to go to college as well as those who are not.

Sixth, we need occupational competency tests that are applicable to students at various levels and can be used to provide students with adequate credit for what they know as they move from one level of vocational education to another. This need is particularly severe now in the case of senior high school students moving to occupational education programs in a community college or private vocational school. It is a solvable problem and one that should be solved.

Seventh, for disadvantaged inner-city youth we need residential vocational schools located within the general geographic area familiar to those youth but outside the immediate neighborhood for most. It is particularly important to provide disadvantaged students with comprehensive vocational education facilities whose offerings extend far beyond the economic or occupational conditions in their geographic areas. Yet the Job Corps program that transported such students hundreds or even thousands of miles from their home cities into completely unfamiliar social surroundings certainly was not the answer. The residential vocational school, operating at the secondary level in large cities, with special provisions for meeting the needs of disadvantaged youth seems much more reasonable.

Eighth, we need a system of residential vocational schools at the post-high school level that would, in terms of financial rationale, be analogous to our current system of public state universities. That is, such schools would draw together the best possible staff in each area so that staff members could complement each other and so that they could have a comprehensive variety of equipment for each vocational class. These schools would draw students from all over the state and would place their graduates all over the state and beyond its borders. In sum, each school would be a kind of graduate school for students coming out of secondary vocational programs seeking higher level skills and at the same time serve as an in-service education center for instructors of such students. Thus no student would be denied the possibility of choosing from a full range of occupational education opportunities because of his geographic place of birth.

Main Point

One could of course go on listing other needs. It would be unprofitable to do so. The point I have been trying to make should have been amply demonstrated; namely, that adequate career choice for students and their ability to make intelligent decisions will depend as much on the changes vocational education is willing to make in its programs as on changes in counselors and school guidance programs.

Let us hope that this is what Commissioner Marland meant when he said "genuine choice," and what the state directors of vocational education meant when they spoke about "making arrangements of organization and instruction that will meet such needs." If so, we are on firm ground.

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6.

Common Sense about Career Education

Controversy continues to be common within the career education movement. Much of it is both healthy and desirable in that it involves honest differences of opinion between two sides, neither of which is completely right or completely wrong. Some current controversy, however, seems unnecessary, to say the least. It is not difficult to tolerate another's viewpoint when one has any doubts at all about the validity of his own. However, when one reaches a point where he is absolutely *sure* that those who disagree with him are wrong, then it is time to say so as forcefully as possible, as I intend to do here.

I have written a great deal about what I believe to be the nature, mission, and methodology of career education. In this issue, I want to discuss what I consider to be false and dangerous concepts that some are tying to make part of the career education movement. To attack others, as I will be doing here, is of course to invite others to counterattack. A part of my decision to attack includes a necessary willingness to allow others who disagree with me to express their points of view. Let the battle begin!

From *SRA Guidance Newsletter* (September-October 1973).

There are five career education concepts that are involved in my attack:

(1) All education is career education – or should be.

(2) Career education is best defined as an attitude.

(3) Career education is expensive.

(4) Career education is a subterfuge for expansion of vocational education.

(5) Career education seeks to cut back on college enrollments.

All Education Is Career Education – or Should Be

The statement in this heading was made by Assistant Secretary of Education Sidney P. Marland, Jr., when he addressed the National Association of Secondary School Principals convention in January 1971. Later that year Dr. Marland made a second statement in an article in the November 1971 issue of *American Education*: "...Career education should be part of the curriculum for all youth, not just for some...." Unfortunately, his original statement was picked up by many persons who seem to delight in proclaiming this as a career education "truth." It is certainly time that this false concept be destroyed once and for all.

In the first place, career education – whatever else it may be said to be – certainly *must* be said to concern itself with relationships between education and work. It is ridiculous to think that *all* of education is concerned about work. Education as preparation for work was, after all, only one of the seven basic purposes of American education stated so eloquently in 1917. The other six purposes should not disappear with the advent of career education! Career education deserves attention now primarily because education as preparation for work has been neglected for so long. By calling attention to the importance of this purpose, we should neither demean nor detract from any of the other worthy purposes that American education has championed for so many years.

In the second place, to acknowledge that one's work affects his or her entire life-style in no way justifies contending that all education is career education. If that argument were valid, there would be equal justification for saying that all education is citizenship education, all education is health education, or even all education is sex education! Who would want to say any of those? Persons who seem to consider it important to point out that one's work affects his esthetic, religious, recreational, and family interests and activities are only emphasizing the obvious. The emphasis tends to detract attention from the importance career education is trying to bring to the significance of education as preparation for work. To whatever extent one distracts himself from considering the central and crucial importance of the four-letter word *work* in career education, he has missed the essential meaning of the concept itself.

In the third place, the contention that all education is career education simply cannot be sold to the general public. Above all, parents want their children to learn the basic academic skills. That is why they send them to school. If the schools say that all education is career education, parents are bound to become both suspicious and defensive. Certainly they want their children to learn more than simply about work; yet this is the impression many receive when they hear that false contention. The business-labor-industry community, on the other hand, while willing to support and participate in that part of education concerned with preparation for work, sees no vital or urgent reason for participating in *all* of education. Thus opposite but equally strong objections are raised to career education by parents and by the business-labor-industry community when they hear that "all education is career education." We have enough trouble selling career education when we speak about it in a straightforward manner. To cloud the issue with philosophical "educationese" is to ask for continuing misunderstanding and confusion. Career education demands not only the support but also the involvement of the community if it is to be successful.

In the fourth place, no new educational thrust claiming to constitute *all* of education has ever survived. There is no reason to believe that career education has any better chance than had, for example, progressive education or life-adjustment education. The truth is, there are certain basic academic disciplines – including English, mathematics, natural sciences, social sciences, and the humanities – that have successfully resisted every attempt of every new movement in education to assert itself as more important than the subject matter itself. There are powerful and persuasive reasons justifying the teaching of English in our school system, for example, simply because of the importance of the subject matter per se. We can win by picturing career education as an additional reason for studying subject matter. We will surely lose if we pretend that the subject matter exists so that we can impart career education concepts. The tail has never succeeded in wagging the dog, and it is no different now.

The final reason for opposing the concept that all education is career education is found when one considers what might happen when something else replaces career education as the number one priority of the United States Office of Education. It is foolish to believe that career education can continue as the top priority within the Office of Education for very many more years. Something else is bound to come along – just as always in the past. If career education concentrates on picturing itself as only one of many worthy purposes of education, it will very likely survive no matter what new priority comes along.

Career Education Is Best Defined as an Attitude

Several important leaders in the career education movement seem to be very fond of the words in this heading. It is a concept that seems to be particularly popular among many top officials in the Office of Education. While I have great personal and professional regard for many who believe the concept to be true, I find myself in rather violent disagreement regarding either the wisdom or the appropriateness of picturing career education as an attitude.

I suspect that those who picture career education this way do so for one or both of the following reasons. First, I am sure that some do so recognizing that many attitudinal changes are called for on the part of those who find the word *work* possessing negative connotations, and who regard education as preparation for work as something less than the best of all educational purposes. Second, I strongly suspect that some who picture career education as an attitude do so because they do not want people to think that the installation of a career education emphasis will require a vast outlay of new dollars. While both reasons are laudable, neither is in my opinion a sufficient justification for picturing career education in this manner.

Attitude change is a means to an end and not an end in itself for career education. What good would it do to find people with positive attitudes about work and about education as preparation for work if they did nothing about the educational situation as it exists in America today? Good intentions are a poor substitute for decisive actions. To me, career education is much more accurately pictured as an *effort*, not simply as an *attitude*. As an effort, career education is going to require time, energy, and resources – both physical and human. It is not enough that people come to *feel* differently about work and about themselves as actual workers. They must, if career education goals are to be attained, *do* something about the feelings they possess. It makes no more sense to picture career education as basically an attitude than to picture civil rights or women's liberation as attitudes. In all three instances, the attitudinal changes we seek are only necessary prerequisites for the kinds of effective action we hope people with favorable attitudes will take. The eventual substantive nature of the career education movement must be found in its action program components.

Career Education Is Expensive

The question of dollars for career education – discussed farther on – is a complex issue at the present time. The major point to be made here is that the true meaning of the word *cost* cannot always be best put in an economic sense. The cost of career education that badly needs to be recognized now is that of personal commitment required for its implementation. Part of this cost will be measured by the hundreds and thousands of hours people volunteer as participants in a total career education program. Part of the cost will be that of criticism – from both within and outside education – when the kinds of action changes called for by the career education movement are proposed. Many educators have operated successfully for years with a philosophy that says in effect that the best way to avoid criticism is to avoid change. Such educators must now recognize that this philosophy is no longer defensible in the present rapidly changing societal structure. Long pictured as the prime agent of change, education cannot continue to avoid change in itself. Part of the cost will be the risks involved in trying out career education practices. These three kinds of costs are independent of dollars; yet they must be paid if career education is to succeed.

Many school systems seem to be awaiting the receipt of new federal dollars prior to initiating comprehensive career education programs. This is understandable in view of the fact that for almost a generation federal funding has been the prime means for effecting educational change. It is important for such school systems to recognize that the career education movement asks schools to change simply because changing times make change imperative. Career education, unlike other calls for educational reform in the last twenty years, is not seeking to "bribe" the schools to change by offering them lucrative financial incentives. It is essential that the reasons for this be clearly understood by all educational decision makers.

Part of the underlying rationale for failing to provide large amounts of federal funds is to be found in the current high expenditures for education in the United States. The total amount spent for elementary and secondary education in the nation has grown from $6 billion to almost $60 billion annually in less than thirty years. Many segements of the American public feel that enough of our gross national product is now being spent on education. Additionally, they feel the schools are falling far short of meeting the educational needs of a majority of our pupils with the money they have now.

A second point to be recognized here is that career education *can* be implemented without vast amounts of new dollars. The biggest single initial expense called for is that required for in-service education of teachers, counselors, and school administrators. A second sizable financial cost will be found in the need for some school systems to expand and improve their vocational education offerings. (NOTE: Vocational education funds *are* available to help defray such costs.) Career education does not, however, demand large expenditures for new materials, buildings, or staff.

It is true that in a fully implemented and comprehensive career education program, additional financial costs will eventually be required. The largest portion of such funds, however, will go to subsidize efforts of the business-labor-industry community. Large additional funds for education will be required only when we go to the year-round school operating six days a week and eighteen hours a day, and serving adults as well as youth. When school systems advance that far in the career education concept, it seems reasonable to expect that some of the funds currently used for remedial manpower programs may be reallocated to support career education efforts.

From a strategical viewpoint, this is no time to be asking for passage of a national career education act. In recent years, many school systems used federal funds to do still more of what had failed to work in the past. We can't afford to repeat that mistake with the career education movement. Our wisest strategy now is to devote our energies to building the expertise and knowledge required to make career education programs successful. Once we have that expertise, we can go to the Congress for career education legislation.

Career Education Is a Subterfuge for Expansion of Vocational Education

If we are going to "get our career education heads on straight," we need to take a hard and careful look at the meaning of this concept. In the way in which I have conceptualized career education, it is true that vocational education is only part of that component of career education called vocational skill training. It thus is seen as one part of one of the five equally important components of a comprehensive career education program. To say that career education represents a concept much broader than that of vocational education obviously is true.

At the same time, the need for expansion of vocational and occupational education offerings at the secondary, postsecondary, and adult levels of education is equally obvious. There is no point in emphasizing that too many high school students are enrolled in the college preparatory curriculum unless viable curricular alternatives are made available to them. There is no point in saying that too many community college students are enrolled in the college transfer program unless the students have other attractive choices for use in decision making. There is no point in lamenting the increasing problems of midcareer changes being faced by adults today unless some means are provided for helping them cope with such problems. In each instance, the most viable and obvious need is for expansion of the variety, quality, and levels of vocational and occupational education.

The goals of career education can never be met until and unless vast improvement comes to the American system of vocational and occupational education. Career education is *not* a simple subterfuge for expansion of vocational education. Rather, it *demands* the expansion of vocational education for both its immediate and long-run success. The fact that this is so should in no way detract from a broader conceptualization of the entire career education movement. Nor should it turn off academic educators who see no concurrent increase in funds for expanding their programs. There is at present a great imbalance in the American education system. If career education is to correct that imbalance, a relatively greater amount of the education dollar must be spent now for vocational and occupational education.

Career Education Seeks to Cut Back on College Enrollments

Many people seem to believe that one of the goals of career education is to cut back on college enrollments and thus on the current oversupply of college graduates in the labor market. While a decrease in college enrollments may very well be an *outcome* of career education, it certainly does not represent one of career education's *goals*. **Differences between outcomes and goals are very important.**

One of the goals of career education is destruction of the societal myth that worships the baccalaureate degree as the best and surest route to occupational success. It is also an educational truism that more education can lead to greater occupational success. This truism has been dangerously misinterpreted by many to mean that those with the greatest number of years of education are the most successful persons in our occupational society – and that simply isn't true. Career education seeks to correct this kind of misinterpretation by emphasizing two facts: (1) the optimal amount of education required as preparation for work varies greatly from occupation to occupation, and (2) the concept of the overeducated worker is just as viable as is the concept of the undereducated worker. Career education hopes to help all individuals see educational opportunities as differing in *kind*, not in intrinsic worth or value. In this sense, we seek to enable the individual to *choose* from a wide variety of educational options, rather than to *settle* for one of those remaining when he or she discovers that attainment of a college degree is unlikely. We think it as important to help some youth choose *not* to go to college as it is to help others choose to *go*. Our goals concern themselves with help in the decision-making process, not with the nature of the decisions.

Career education programs have a vital and significant role to play both in serving high school students headed toward college and in helping college and university students once they arrive on a college campus. In the case of high school students, career education seeks to help them think through the reasons that they want to go to college, as well as figure out how they can gain admission. Reasons for going to college, while seldom concerned exclusively with career decisions, do involve, or should involve – for most high school students – such decisions. Once a student is enrolled in a four-year college or university, it is both natural and – for most – inevitable that he think about how he may someday use his college education in the occupational society. Career education on the college and university campus seeks to help students consider career implications of their courses and major selections throughout their college life, rather than simply at the point when they are ready to graduate.

Some seem to feel that as career education emphasizes the career implications associated with college choices, it must simultaneously be denigrating other reasons for going to college. Nothing could be farther from the truth. On the contrary, career education simply asks those with other goals and objectives to specify those goals and objectives. Students have a right to know what they can gain from any kind of educational experience, be it liberal arts or career oriented in nature. They also need to know relationships that exist between education as preparation for making a living and education as preparation for living itself. Career education seeks to help students at all levels gain a better understanding of the reasons they are going to school and the ways in which their education will be useful to them after they have completed it. It in no way seeks to convince students that skills required for occupational success are more important than other kinds of educational skills.

Concluding Remarks

In this issue, I have purposely tried to picture career education from a common-sense point of view. It is obvious that what may be common sense to some will be considered nonsense by others. The fact that this is so excuses none of us from being willing to state those firm convictions that we hold, as I have tried to do here. I welcome reactions, criticisms, and counterarguments from those who disagree with me.

7.

Seven Secrets to the Success of Career Education

There are clear signs in all parts of the country that both interest and involvement in career education are still expanding. If massive amounts of new federal funds were being used to stimulate establishment and operation of career education programs, this expansion could easily be explained. It is obvious to all that this simply hasn't happened. It is becoming increasingly apparent that it is not likely to happen in the near future. In spite of this clear lack of federal financial "carrot," career education programs continue to be initiated and expanded. Career education continues in fiscal year 1974 as the top priority of the U.S. Office of Education. It continues to represent the only major call for educational reform issued since 1970 that appears to have the support of both the Republican and Democratic parties in the Congress.

Perhaps most significant is the fact that in school systems where bona fide career education efforts have been launched, almost none have ceased operations. Of the first fifty exemplary programs in career education funded under Part D of the 1968 vocational education amendments, almost all have reported to USOE officials that they plan to continue, even though their three-year grants have expired. Where career education programs are active, I find teachers who tell me that after engaging

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in a career education approach to teaching, they will never go back to their former way of teaching. I know of no school system which, after really trying a career education approach, has abandoned it as something that doesn't work.

What has made for success in career education? In my opinion, a wide variety of forces has contributed. I want to discuss seven that seem to be of particular significance. I call them "secrets to success," not because there is anything devious about them, but only because most people don't seem to be aware of them.

Secret 1: A Response to the Call for Educational Reform

Career education seems to have caught on because it makes extremely good sense in these times. There are three major reasons why it makes sense. First, it is clear to most of us in education that our education system has been directed too strongly to simply meeting the needs of our college-bound students. We are being challenged constantly to demonstrate ways in which we are providing for the needs of the majority of our students – the 80 percent who will never obtain a college degree. The career education movement supplies us with a vehicle for doing so while still meeting the needs of the college bound. That is, since career education is seen as appropriate for all students, we can provide it for all without penalizing any. It is an approach that will appeal greatly to students not contemplating college attendance. At the same time, it appeals to those who do plan to go to college because it helps them think about their career aspirations in association with college attendance.

Second, we know that much of the criticism American education has received during the last several years is based on a perceived need for greater relevance. The "school for schooling's sake" syndrome is painfully obvious both to teachers and to students. The question "What good will it do me to learn?" is one that students ask with increasing frequency. Career education provides a ready answer in terms of the occupational society the student will be entering. It provides teachers with a new means for showing their students why it is important that they learn the subject matter under discussion. It makes the classroom more relevant for both teachers and students.

Finally, those who even superficially study the current problems of worker alienation existing within the broader occupational society become quickly aware of the need for career education. It is becoming increasingly clear that worker alienation is caused to a considerable degree by a combination of overeducated and undereducated workers in the occupational society. The overeducated worker finds boredom in his work; the undereducated worker finds frustration. Whether the basic cause is boredom or frustration, the result is the same – an alienated worker. Since education is one of the major causes of worker alienation, it is apparent that education must change in ways that reflect the changing nature of the occupational society. Career education is geared to provide appropriate responses to this challenge.

Secret 2: A Natural Way of Extending Education

Several facts are combining to force recognition of the concept that today's education cannot be effectively limited to formal classes conducted within schoolbuildings for children and youth. We know that youth are being bombarded with multiple opportunities for learning outside the classroom – including those of television, newspapers, and recreational and cultural events taking place in the community. We know that with the knowledge explosion now upon us, there is no way that we can accumulate or disseminate new knowledge solely within the classroom. At the rate the occupational society is changing, we simply cannot keep our vocational education facilities completely up to date. We know that the need for recurrent education is growing rapidly and that our education system must respond to educational needs associated with midcareer changes experienced by adults. All of these things force us to recognize that education is something that neither can nor should be limited to what goes on within the walls of the classroom. By emphasizing education as preparation for work, many classroom activities can be supplemented by experiences outside the classroom. Field trips – including large group, small group, and individual visits – can be easily justified when the goal is one of helping students see relationships between education and work. Increasingly, both the concept of work experience and the concept of work study are being seen as general educational methods rather than as special kinds of educational *programs*. To the extent that the concepts can be seen as methods, they can be used to enhance and reinforce the formal classroom learning of all students.

The involvement of the business-labor-industry community in career education stimulates both interest in and concern for American education on the part of those in that community. Bringing representatives from the business-labor-industry community into the schools for purposes of interacting with students and teachers is beneficial from two standpoints. First, it provides students with opportunities to learn valuable lessons from persons who have graduated from the "school of hard knocks" – lessons that in many cases their teachers cannot teach them. Second, it provides members of the business-labor-industry community with a better appreciation and understanding of problems facing educators in our school system. The public relations effects of career education have been positive because the involvement of the business-labor-industry community has been real. We need the members of that community, and they know it.

Finally, career education provides a vehicle for promoting closer and more effective relationships between the home and the school. Using parents as volunteers to accompany or help transport students on field trips, as volunteer workers in career education projects, or as contributors of occupational materials for career education "prop boxes" is one illustration of this kind of involvement. A second is the natural way career education provides for inquiring about and using the occupational expertise of parents in the total career education program. Parents have, in program after program, developed a higher degree of self-respect through the positive ways students have regarded them as they talk about their work. What may seem routine and relatively unimportant to a parent can be very impressive and positive to his or her children and to other students in a class. The purposeful involvement of parents in teaching work values and work habits in the home is still another way of building closer and more effective relationships between home and school.

Secret 3: A Compatible Approach to Accountability

Accountability has certainly come to American education. We are more frequently being asked to state our goals and objectives and to demonstrate the degree to which these have been met. Education is no longer automatically regarded as "a good thing" by parents, students, legislators, or the general public. All are expressing increasing interest in asking the questions "Good for what?" and "How good is it?" The movement toward accountability in education is a natural outgrowth of the criticisms of education that have been building for years. Any new educational movement that is unprepared to deal with questions of accountability is bound to be very suspect at the present time.

Career education is eminently well equipped to deal with questions of accountability. Its goal as preparation for work represents a purpose that is very responsive to statements of behavioral objectives and to evaluation in quantifiable terms. The suggested activities involved in establishing career education programs are specific in nature and easily demonstrated. Since the kinds of learning packages teachers devise for career education almost universally involve extensive student activities, they can be readily translated into behavioral objectives. The mechanics of career education – including number of field trips, number of visitors, number of students who engage in work experience programs or who have part-time jobs, and number of parent contacts made – are all easily counted and subject to accountability models.

The methodology of career education is most compatible with the goals and demands of the accountability movement. Moreover, when accountability measures related to student outcomes are applied – such as increases in student achievement, decreases in absenteeism, increases in school holding power, and decreases in disciplinary problems – career education programs have, to date, proved themselves very effective. Students do seem to like school better, to study harder, and to learn more when exposed to the activities of a comprehensive career education program. The preliminary reports that I have seen have, almost without exception, been positive in nature — too positive to be attributed simply to doing something new and different.

Secret 4: An Inexpensive Approach to Educational Change

The costs of American education have gone from $6 billion to $64 billion annually during the last 25-year period [$104 billion for 1974–75 (ed.)]. At present, the societal climate required for still more drastic increases does not appear to be positive. In fact, school systems everywhere are having difficulties simply trying to keep pace with inflation. It doesn't seem likely that major amounts of new federal monies are going to be expended for career education — or for any other new program in American education. Yet career education programs are expanding because efforts in this area can be launched with very little increase in total school budgets.

One reason for this is that in career education we are asking neither for new schoolbuildings nor for greatly increased professional staff. Instead, we have tried to integrate career education into scheduled classroom activities so that few additions of either space or paid personnel are required. Since buildings and salaries are the two largest parts of the school budget, career education's presence does not substantially increase that budget.

A second reason is that there is no need for a great many new and expensive teaching materials. One of the things that has caused teachers to become enthusiastic about career education is their involvement in building complete career education learning packages and developing their *own* teaching plans for use of the packages. When a teacher uses a teaching plan he or she has developed, there is a built-in incentive for using the material — whether the material is donated or purchased.

We have found that many career education props — including worker uniforms, tools, equipment, signs, and so forth — are being donated to career education programs by parents and by the business-labor-industry community. We have also found both students and teachers creating their own career education materials for specific projects in school after school. In some cases, materials that have previously been located in counselors' offices and in libraries are being brought into classrooms.

A third reason for the inexpensive nature of career education exists now because of the trend toward using volunteers from outside the school system in the school's career education program. Career education has appealed to business people, to parents, to workers in a wide variety of occupations, to service clubs, and to retired persons as something that possesses value and to which they can make a contribution. The use of volunteers, in addition to saving salary costs, fits neatly into helping students see the concept of "work" in career education as extending considerably beyond paid employment.

All this is not to say that career education is something that can be done at absolutely no cost. Nor am I saying that if we had more money, we couldn't effectively use it. Certainly, where funds have been allocated for career education, we have been able to mount better programs. There are going to be *some* costs -- expecially for in-service training of staff – associated with implementation of any career education program. I am not trying to play down the cost factor here in any way. Rather, I am simply trying to say that it is possible to mount and maintain an effective career education program with very little additional money in the educational budget.

Secret 5: The Commonality of Work for All Individuals

One of the most significant reasons for the initial success and acceptance of career education is that it can be applied to any classroom at any level of education for all class members. This is because the career education movement itself is one that has grown out of a concern for what is represented by one short word; namely, *work*. While it holds different meanings and connotations for various persons, it is one of those magical words that almost everyone thinks he or she knows something about. Furthermore, it represents a kind of activity that almost everyone expects to do at some point in life. Thus when we talk about career education as preparation for work, it is natural that most students should immediately see that it is a topic that has some relevance for them. It is not a brand-new word that needs to be introduced into the vocabulary of elementary school students (although it may have to be explained in a different way). Nor is it a topic that has substantially less relevance for girls than for boys, for the college-bound than for the vocational education students, for the gifted and talented than for the slow learners, or for adults than for children.

The concept of work that we are trying to infuse into the career education movement is one that is designed to have pertinence and relevance for these times. While many have misinterpreted career education as representing a call for a return to the Protestant work ethic, nothing could be farther from the truth. On the contrary, *work* – to those of us in career education – is a very humanistic term. I am currently defining *work* to mean conscious effort aimed at producing benefits for oneself or for others. With this definition, it is clear that workers include unpaid as well as paid persons, students as well as employees, full-time homemakers, and the growing number of volunteers – both youth and adults – throughout society. It is a concept that has demonstrated its applicability to the changing nature of our total society and that can bring more meaning and purpose to the lives of individuals. Most important, it is a concept that can be applied to all. In this way, it fits very well into the basic purposes and structure of American education.

Secret 6: The Power of Good Work Habits

In my opinion, one of the most obvious reasons for the apparent initial success of career education is its emphasis on teaching students good work habits. While there is no way to prove it without a good deal of basic research, the teaching of good work habits, particularly at the elementary school level, is probably contributing more to apparent increases in student achievement than is teaching about occupations or careers.

Work habits, of course, are not the same things as work values. In career education, while we try to expose students to the wide variation in work values currently existing in our country, we seek to impose no single set of work values on any individual. Rather, we feel that the adoption of a set of work values is part of the individual's total personal value system and that he has both a right and a responsibility to choose his own work values.

On the other hand, we do seek to *impose* good work habits on every student as part of the career education program. Good work habits are those that lead to greater productivity, to more efficiency, and to increased accomplishment as a result of effort expended. They include: (1) coming to work on time, (2) completing assignments, (3) doing one's best, (4) keeping busy, and (5) cooperating with one's fellow workers. With the concept of work used in career education, we are trying to help each student see himself or herself as a worker at the job of student. It is easy to see how each of the work habits listed above can apply to the work of the student. When students apply such work habits, their "productivity" (school achievement) seems to improve.

Secret 7: Reducing Worker Alienation in Education

Worker alienation is not something that people learn only after they have left the education system. Nor is it something to which workers in professional education are immune. I have often stated the goals of career education as ones of making work possible, meaningful, and satisfying to each individual. When I do so, I certainly include both teachers and students as people who deserve the benefits of career education.

At present, it seems to me that we have literally thousands of students who become alienated from their work as learners early in the elementary school. Similarly, we have thousands of teachers who are either bored or frustrated by their jobs, and thus are alienated from their work. Studies of worker alienation in American industry frequently point to workers who (a) do not see the importance of their work tasks, (b) do not have any voice in policy making, (c) do not have freedom to use their own ingenuity or creativeness, (d) do not have opportunity to find variety in the work they are asked to do each day, and (e) do not have freedom to alter either their work schedules or their working conditions. It is not difficult to think of situations in classrooms throughout the United States where these same conditions can be readily seen as applicable both to teachers and to students.

Career education seeks to reduce worker alienation among both teachers and students in ways analogous to those that have worked to reduce worker alienation in American industry. Thus we see teachers and students encouraged to use their own ideas in building new lesson or unit plans, to get away from a rigidly scheduled curriculum and a rigidly structured textbook, to devise a variety of methods for learning that allow flexibility in learning patterns, and to encourage project approaches where teachers work with other teachers and in which both teachers and students interact with community members. Such methods should bring increased student achievement and and greater work satisfaction for both teachers and students. Of the seven secrets, I think this is the greatest.

8.

In Defense of the Word "Work" in Career Education

work – Conscious effort, other than activities whose primary purpose is either coping or relaxation, aimed at producing benefits for oneself and others.

The word "work" is the central core of my conceptualization of career education, but it has occasioned considerable unfavorable comment. The two most commonly raised objections to my use of the word "work" as basic to career education can be summarized in these questions often asked of me:

(1) Why do you want to limit career education to the concept of work?

(2) Why do you include unpaid work as well as paid employment in your definition of "work"?

Those asking the first question would broaden the concept of career education. Some such persons are asking that the concept of career education extend to all of life and to all of living. Others belong to a school of thought that has adopted a slogan which says, "All education is career education – or should be." Still others seem to believe that the word "work" carries such negative connotations in the mind of the general public that it

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From a previously unpublished discussion paper written in 1974.

would be unwise to orient the career education movement round that word.

Those asking the second question would narrow the concept of career education. Some of these persons point out that what both the Congress and the general public want is for school leavers to be prepared for and successful in finding jobs in the world of paid employment. Such persons claim that if career education broadens its goals to include unpaid work as well as paid employment, it will lose support. Others, when they study my definition of "work," contend that it broadens the concept of career education so far as to include any conceivable activity. They feel that with this definition "career education" becomes all things to all people and so loses its effectiveness as a vehicle for change in education.

In one sense, defense of the use of the word "work" is reflected in the two contrasting questions cited above. Since some want to broaden the concept while others would narrow it, perhaps the definition is in a sensible "middle ground" on which consensus can be reached. My position is that using this definition of "work" as the conceptual core of career education adds a humanistic element to the concept that extends beyond the realm of economics. Moreover, by emphasizing education as preparation for work, we can strive to make this a prominent and permanent goal of American education without demeaning or detracting from other worthy goals of American education.

The remainder of this paper is devoted to a more detailed defense of the use of the word "work" as a conceptual basis for career education. Headings used are stated as contentions, with the body consisting of attempts to defend each contention.

Contention One

We are obtaining consensus among those engaged in career education both for the definition of work and for using work as the conceptual base for career education.

Data accumulated from career education leaders and practitioners [reported in the appendix of this book], with respect to the definition of work and with respect to how defensible it is to use "work" as the basic rationale for the conceptualization of career education, uncovered an overwhelming but not unanimous consensus. It seems apparent that among leading career education practitioners, we are finding consensus with respect to these two points. No pretense is made here that finding consensus is equivalent to finding the truth.

We did not find consensus on these two points among a group of thirteen individuals invited to a career education "philosophers' conference." Individuals attending the conference were not directly engaged in career education. Instead, they represented expertise in such fields as philosophy, labor economics, social psychology, anthroplogy, and sociology. Little movement toward consensus on anything was observed during a two-day seminar held for this group of individuals. Near the end of the seminar, it appeared that we might obtain consensus on the definition of work if in the definition the words "goods and/or benefits" were to be substituted for the word "benefits."

Contention Two

Surveys of students, parents, and representatives of the general public clearly indicate that they expect career education to be helpful in assisting youth in the transition from school to work.

Examples are the fourth and fifth Gallup polls on "Public Attitude toward Education"; the Policy Studies in Education document, *Attitudes toward Career Education*; and a recently completed doctoral dissertation by Wilkerson (University of Houston) titled "A Study of Parental Attitudes toward Selected Concepts of Career Education." True, most such studies pertain primarily to a desire for the schools to do a better job in readying youth for the world of paid employment. At the same time, there is evidence that if one were to emphasize the word "work" in speaking of career education, public support for the concept would be lessened. Rather, the studies to date would indicate quite the opposite.

Contention Three

The public in general and youth in particular hope and expect that work will be a part of their way of life.

The National Center for Educational Statistics-sponsored nationwide longitudinal study of eleventh graders shows that youth are expecting to work and are seeking assistance in readying themselves for it. The recent book by Sar Levitan — *Work Is Here to Stay, Alas* — presents evidence that most persons at least recognize the economic necessity for work. This is not to say that people seem to look forward to the desirability of work; it is to say that people seem to consider the inevitable necessity for work as part of their lives. To center the conceptualization of career education round work is not to present a topic in which most persons would have no interest or concern.

Contention Four

The personal meaningfulness of work to individuals in our society does not seem to be high at the present time.

The HEW publication *Work in America*, Studs Terkel's *Working*, and many other publications provide evidence that document this contention. Recent data related to decreases in productivity in the United States are sometimes pictured as further evidence. Most of these studies seem to center round workers' dissatisfaction with their current jobs in the world of paid employment. It is important to recognize that this is quite different from saying that people are alienated from work per se

Contention Five

Work, as a conceptual base, allows career education to be appropriate for all persons of all ages in all kinds of educational settings.

If career education is to lead to a major change in emphasis among the goals of American education, then it must meet this criterion of applicability for all. The concept of work allows this to be possible. Furthermore, it creates a logical base for teaching both work values and work habits in the elementary school. This, coupled with a motivational effort to encourage students to learn basic academic skills through relating such skills to work, enables schools to contribute to preparing youth for adaptability — for being able to cope with rapid occupational change. To emphasize education as preparation for work holds high potential for erasing the tracking system of secondary schools, thus preparing schools for structural change. To emphasize education as preparation for work as one of the goals of American higher education holds positive potential for alleviating some of the problems currently facing this portion of American education. It is certainly a concept that can be made readily meaningful to both the economically disadvantaged and the handicapped. It is consistent with goals of reducing sex stereotyping in occupational roles as a national priority.

Contention Six

The collaborative efforts between the education system and the business-labor-industry-professional-government community demanded by career education cannot be attained unless a prime emphasis on work is retained in the conceptual base for career education.

Career education's goals cannot be attained without the active collaboration of the business-labor-industry-professional-government community. The formal education system cannot do career education by itself. Nor is there any doubt that if this collaboration is to occur, it must have its prime basis centered in the concept of work. For career education to deny a central concern for work would be to alienate the business-labor-industry-professional-government community from participating in this collaborative effort. Any attempt to substitute another word or phrase for the word "work" would have a negative impact on this collaborative effort.

Contention Seven

Use of the word "work" can serve as a means of bringing academic educators and vocational educators closer together.

If career education fails to bring emphasis to education as preparation for work, it will alienate most vocational educators from the concept. If we emphasize only paid employment, we will alienate the growing humanistic element in American education who sees, all too clearly, the dehumanizing aspects of many jobs in the world of paid employment. By emphasizing both paid and unpaid work, career education can be seen to hold clear implications for all who teach and all who learn. To center career education round the concept of work, as defined here, provides a means of bringing all educators closer together in terms of cooperative relationships. If "work" were rejected as a conceptual base, some alternative would have to be found. None appears to be present now.

Contention Eight

Work enhances the possibility of being able to attain the goals of career education.

We have said that career education seeks to make work possible, meaningful, and satisfying to all persons. This goal can obviously not be fully attained for all persons at their place of paid employment. The desirability of emphasizing possibilities for work as part of one's leisure time is increasingly obvious. There must be some way of making career education meaningful for youth from welfare homes in ways that allow them to respect the work of their parents. The growing presence and importance of volunteer work in our society should be recognized in our education system. To emphasize unpaid work as well as paid employment in career education provides us with a ready means of attaining each of these goals.

Concluding Remarks

This paper has been devoted to defending the concept of work, and a particular definition of "work," as the central core of career education. We have ignored the fact that in the eyes of the general public, "work" is undoubtedly operationally defined in quite a different manner. Because this career education definition of work is more extensive than that encompassed by the probable general public view, it does not in any way mean that the two views are contradictory. Rather, we interpret it to mean that part of the task of career education is to expand the meaning and meaningfulness of work to all of our citizens. We see this as part of the basic rationale for career education. We cannot hope to make work a more positive aspect of the lives of people if we fail to use and emphasize the word "work."

9.

The World of Work: A Component in Career Development Programs

The world of work component in career development programs properly includes content related to the nature of work, the scope and nature of occupations, and perceptions related to work values. Each of these represents a distinctly separate facet of this component of career development. In turn, each of these facets can be thought of in terms of a variety of subfacets. The *purpose* of this paper is to break the topic into very small subtopics. The *goal* of the paper is to provide a basis for considering the world of work component as an integral part of comprehensive career development programs. The operational *assumption* inherent in this approach is that in order to "put it all together," one must first "take it all apart."

The topic will be approached in two major segments. First, the various parts of the world of work component will be discussed in terms of their nature and complexity. Following this, specific suggestions will be made for incorporating this component of career development at the elementary, the junior high, and the senior high school levels.

From a paper written in 1972 for the Ohio State Department of Education Conference on Career Development.

Subaspects of the World of Work

Concepts regarding the nature of work must be clear to youth from an economic, sociological, and psychological viewpoint. These perceptions of work as a generic concept can and should be considered independent of perceptions of occupations or jobs which, in reality, represent vehicles for the accomplishment of work.

The Nature of Work

From an economic standpoint, it would seem that work must be pictured as an essential ingredient in any self-sufficient society. That is, the necessity of work for societal survival can be pictured quite independent of the desirability of work for individuals in that society; the way in which the economic rewards, benefits, and handicaps associated with specific occupations can and should be pictured in relation to the way in which work operates as an influence on the economy. Since a separate portion of this conference is devoted to the topic of economics, no more will be said about this subaspect here.

Work, as a generic concept, must also be understood from a sociological point of view in a total program of career development. The social status afforded specific occupations must be seen in the context of the dynamics underlying the means by which differing degrees of social status accrue to differing kinds of work. It is both unfair and unrealistic to emphasize the societal worth and dignity of all honest work unless simultaneous attention is given to the varying degrees of worth our society has afforded various occupations and the dynamics by which such differential worth is assigned. This of course is not to say that both concepts need to be taught at the same time or with the same degree of emphasis. All I am saying is that to fail to include both would be incomplete and dishonest.

The interdependence of various forms of work in terms of the total societal good is a second important sociological concept to be included in a generic view of work. Work as a service to society is an essential part of this concept and one which can assume operational meaning for any recognized occupation. An equally important part of this concept is the notion that work begets work; i.e., work on the part of one individual helps make work possible for other individuals. A third important part of this concept is the considerable degree to which, in order to produce work useful for others, the individual worker must depend on others to produce work useful to him. This aspect can be thought of in terms of the total society, in terms of the micro-society represented by the community in which the person resides, and in terms of the still smaller portion of society represented by the work setting in which the individual is employed. While the principle is the same, it takes on quite different meanings when thought of from these perspectives.

From a psychological point of view, work must be seen in terms of interests, aptitudes, skills, and values that are held or are possible of development for the individual. That is, the true meaning that any occupation or job holds for a given individual must have a highly personalized base if it is to have any operational significance in terms of his actions. In terms of occupational or job choice, that meaning is generally reflected in the question: What is likely to happen to *me* if I choose to enter that occupation? In terms of generic concepts of work, the meaning is generally reflected in the question: How can I work in such a way as to make maximum contributions to and receive maximum benefits from the total society? The importance of this question, and the emphasis given one part of it as opposed to another, is a psychological matter that can be expected to vary greatly from individual to individual and within any given individual as he moves toward vocational maturity. Again, since the topic has been singled out for discussion in another part of this conference, no more will be said about it here.

The Scope and Nature of the World of Occupations

Generic concepts of the nature of work must, if they are to be implemented in planned vocational decision-making activities, be triggered into action, based in part on how the student perceives the occupational structure. Because there is no uniform agreement regarding how the occupational structure of this country should be perceived, those responsible for designing career development programs must face this problem and arrive at some decision regarding which of the several available schemes they wish to incorporate at which point in their program.

The common goal of course is to allow the student to learn a way of studying occupations that will both allow him to see occupations related to each other and at the same time afford him a basis for deciding whether he wants to consider one or more specific occupations for himself. It is on both of these dimensions – relatedness of jobs and basis for personal decision making – that the various schemes for classifying must be viewed.

For example, the *Dictionary of Occupational Titles* classification scheme places occupations together basically in terms of similarity of job skills and job duties. To this, in the last three digits, is added information relative to the extent to which the occupation is related to people, data, and things. On the other hand, Holland's occupational classification scheme is a psychological one based on a theory of personality types of individuals and an assumption that individuals will tend to choose occupations consonant with their personality types. It is obvious that considerable differences exist between the way occupations are grouped in the *Dictionary of Occupational Titles* and the way they are grouped in Holland's six category system. If one studies the *Occupations Finder* published for use with Holland's new instrument, *The Self-Directed Search*, it can be seen that for any one of Holland's six categories, there exists considerable variation in the first digit of the DOT code for occupations included in that category. There also seem to be considerable differences in the last three DOT digits corresponding to people, data, and things, although it is interesting to observe the high degree of similarity appearing in one of the three. For example, in Holland's typology of "Social Occupations," the DOT code has an "8" for its last digit in all but three of the occupations included, indicating them to be similar in possessing no significant relationship to "things." In others, it is the fourth DOT digit that appears to show the similarity, while in still others, it is the fifth digit.

The problem is greatly compounded, of course, when one considers other occupational classification schemes now in fairly common use. For example, the census system is essentially one having a sociological basis, with further classification based on type of industry or employment setting. Roe's classification scheme, on the other hand, is (with Super's additions) now seen as a three-dimensional one involving eight fields, six levels, and nine types of enterprise. Here, again, we see two quite different ways of classifying occupations with great variations in implications for perceptions of similarity held by youth, depending on which system is in use.

It is interesting to see how, as each of these classification schemes has developed, each appears to have added new dimensions in its total scheme for classifying specific occupations. Yet each remains bedded in a basic logic underlying the scheme itself. The *Dictionary of Occupational Titles* still depends on similarity in job skills and duties, Roe depends on occupational interest, Holland depends on similarity in personality types, and the U.S. census system depends on an economic base in its basic structure.

Each of the common systems for classifying occupations seems particularly valuable from at least one standpoint and relatively lacking in value from other standpoints. It would seem that the question of which has the most worth must, in operation, depend largely on the individual whose career development is under consideration and the particular stage of career development he is in. This means, of course, that the counselor, at this stage of things, should really be familiar with and able to use all of the common occupational classification schemes. It would seem unwise to build an entire career development program for a single school or school system based exclusively on only one of these systems. True, one must be chosen, operationally, for purposes of storing and classifying occupational information, but this should not deter the consideration and use of others when one is dealing with particular students.

This of course raises an entirely different set of questions regarding the nature of occupations; namely, what should we tell youth about occupations? Each of the various systems now in use for classifying occupations seems to have arrived at a somewhat different answer to this obviously important question. In the first rough draft of guidelines for this conference, five kinds of information were listed to familiarize students with various features of work: (a) composition of the work force as a whole, (b) working conditions, (c) work performed, (d) benefits and restrictions of employment, and (e) change and its effects. If we were to examine the recommended NVGA outline for a good occupational monograph, we would find still another system.

The typical topical outline most persons in the field seem to accept would include, in addition to the name and classification identification of the occupation, some information regarding: (a) nature of the work performed, (b) job skills required for performance, (c) entry requirements and methods for entry, (d) training or educational requirements, (e) working conditions, (f) work benefits (including pay), (g) opportunities for employment (and whether they are rising or declining), and (h) opportunities for advancement. On the surface, such topics certainly *seem* appropriate. That is, they seem to us to represent a sensible and logical basis for vocational decision making. I am not criticizing them or suggesting such topical content be eliminated. Those engaged in any substantive field determine the basic content of the field through their activities.

The question to be raised is, are these really the bases on which students are today making occupational decisions? Do these represent the questions students themselves most want answered? On several occasions in the last few years, I have observed situations in various parts of the country where students were encouraged to visit work settings and ask workers any questions they wished. Typical reports would indicate that students do not cover the same areas with the same relative emphasis as is found in our typical occupational literature. It sould seem that, to say the least, this is an area in which a great deal of additional research is needed. No one would pretend that students know all the questions they should ask. We can hope that neither will anyone pretend that the real questions real students of differing ages from differing subcultures ask about occupations should be ignored. The point is, in considering a comprehensive program of career development, clear provision should be made for discovering questions students have and for implementing means of helping students secure answers to such questions.

Work Values and Work Motivation

Why do people work? Why do some people work in *X* occupation and others in *Y* occupation? Questions such as these form a third subaspect of the world of work component in comprehensive career development programs. Because a separate portion of this conference is devoted to "Self and Environment," this topic will be touched on only very briefly here. In spite of its obvious appropriateness for other major parts of this conference, it cannot be totally ignored even here.

There seems to be general agreement that the values of a work-oriented society should be systematically imparted to youth as part of career development programs. Such values include:

(1) All honest work has innate dignity.
(2) All work has valuable positive contributions to make to society.
(3) Excellence can be attained and should be rewarded in any occupation.
(4) Work holds potential for personal as well as for financial rewards.
(5) Hard work is the safest and surest route to success.
(6) It is preferable to work for societal benefits rather than just claim them.
(7) Work is at least as much a way of making societal contributions as it is of gaining societal rewards.
(8) Work is more correctly viewed as a personal benefit than as a necessary burden.
(9) A task well done is its own reward.

Such a list could of course be greatly expanded with little difficulty. The point is, such values, like any other set of values, simply represent beliefs. While some would contend that as values they represent higher truths than truth itself, surely most would agree that as values such statements have a different base of origin than that truth derived from empirical research and experimentation.

Recognizing this, we are faced with three basic questions that must be answered in defining the world of work component in career development programs: (a) to what extent should our goal be one of instilling such values in all youth; (b) what do we do with youth whose work values are different from the examples given above; and (c) are there not some negative views of work that youth should also learn in the process of their career development?

In approaching answers to such questions, we may find it helpful to recognize that "work" is a four-letter word – and may, to some people, hold all of the negative connotations some persons in our society seem to assign to words having four letters. Are people who work "better" than those who do not? Is everyone theoretically supposed to enjoy his work? If not, why not? If so, how can this be possible for all occupations? Are there not some unpleasant, distasteful, and even repulsive aspects of most occupations? If so, should these not be made as clear as the positive "sweetness and light" theme reflected by the values of a work-oriented society?

We must face the fact that some occupations can, by almost anyone's judgment, be regarded as dirty, smelly, uncomfortable, lacking in challenge, boring, uninteresting, noncreative, low-paying, hazardous, and supervised by uncompromising, unsympathetic individuals. Yet those jobs exist (and in greater numbers than we typically are willing to admit) because society needs their product, be it goods or services. Who will choose to do such jobs? Why will they choose to do so? *Is* work its own reward? It does not seem sufficient to answer by saying that such jobs are really consistent with the vocational interests of some individuals and are, therefore, attractive to them even though repulsive to us. We must do better than that. What I am trying to say is that, to "tell it like it is" demands that we tell the negative as well as the positive side of the world of work.

Further, and even more important, it is essential, in considering the world of work component in career development, to recognize that the work values of any person are only a part of his total value system, that the work values of many youth today are quite different from ours, that they have a perfect right to hold the values they hold, and that if we are to be successful in helping youth understand and incorporate some of our values, we cannot do so by ignoring or undermining theirs. Work values, like the nature of work itself, are in the process of societal change. A realistic world of work component in a comprehensive career development program must recognize and act on this fact.

The World of Work Component at Various Levels

Helping students learn about the world of work should be planned, taking into account what we know about career development. When this is done, different desirable emphases are obvious for the elementary, the junior high, and the high school levels.

Elementary Schools

Most of the current literature on career development in the elementary school emphasizes the importance of teaching positive attitudes toward work and toward workers in all occupations. There is a solid base of research evidence that indicates that the strongest personal values of the individual and those held most firmly are those learned early in life. It is this evidence that forms the rationale for imparting the values of a work-oriented society to elementary school youth as they are developing other parts of their personal value system. Many, many thousands of elementary school-age youth will be ignorant of such values unless they are taught in the elementary school. I would agree with those who contend that this is the single most important aspect of the world of work component to be taught at the elementary school level. At this level, it does not seem either wise or appropriate to emphasize strongly negative connotations associated with the distasteful side of work. Elementary school students find it difficult to differentiate clearly between "work" and "play." It would seem wise not to give it the same degree of emphasis as is appropriate at the junior and senior high school levels.

The study of occupations in the elementary school should, it would seem, be initially oriented round the concept of interest as the single most important base. As we know, various kinds of aptitudes are not well differentiated within particular students at this age level, nor have differential skills been highly developed. The elementary school is the age of interest as a prime motivator of behavior. This should be capitalized on.

Occupations to be studied at the elementary school level can also be thought of in terms of variety. Using this criterion, one appropriately could begin, in most communities, with occupations students see in operation in their neighborhoods and rather immediate environment. Again, there is research evidence indicating the wisdom of basing the study of occupations, in part, on those occupations parents of the students are engaged in. That is, the chances of these students following occupations at a completely different level are considerably less than their chances of following occupations not greatly different, in terms of level, from those of their parents.

Observations included in the preceding paragraph require certain modifications in the case of elementary school students from severely disadvantaged backgrounds. I would contend that it is important for students from such backgrounds to gain and hold respect for the occupations of their parents and of other adults in their neighborhoods. At the same time, it is especially crucial that such students, even at the early elementary school level, be able to see occupational possibilities outside their immediate neighborhood environment. Far too little attention has been paid to this problem to date.

Field trips to observe workers in various occupations are as appropriate at the elementary level as at any other. However, the observational emphasis during such field trips will concentrate, to a relatively greater degree, on the societal contribution of the product (be it goods or services) and, to a relatively lesser degree, on how the product is produced or delivered.

There are of course numerous elementary schools now in which some "hands on" exposure to basic occupational tasks are taught. It would seem to me that this represents another area in which further development is greatly needed. Again, there is good reason to support the reasonableness and the practicality of some such experience in the upper grades of the elementary school.

Junior High Schools

If it is appropriate to say that the major world of work emphasis in the elementary school should be on work values, then it is equally appropriate to say that the major emphasis at the junior high school level should be on work exploration through work experience. The biggest challenge facing career development at the junior high school level is that of helping students take the attitudes and broad exposure given them in the elementary school, build on additional perspective regarding abilities required for successful performance in various occupational areas, translate these new learnings in terms of their present and planned educational programs, and make personal decisions regarding how school can make sense to them in terms of their expected occupational futures.

It is at the junior high school level where the concept of differential occupational aptitudes for a given individual begin to take on operational meaning. It is at this same level where the student is typically first exposed to the concept of educational electives and faced with the problem of making initial choices of senior high school educational programs. Such choices have clear career implications for every student.

By the junior high school years, the typical student should have sufficient vocational maturity to study meaningfully the major families of occupations that exist. Such study, at the junior high level, should center largely round the various kinds of job skills required for successful performance. It would seem that full advantage should be taken of the fact that it is during the junior high school years that students first begin to question their own potentialities and incorporate the concept of aptitude into their previously acquired concept of interest as a basis for considering occupational decisions.

Study of the world of work, at this level, should begin with the total community in which the students live, rather than the neighborhood. Junior high school students have proved themselves very capable of making community occupational surveys whose data concentrate on information regarding the job duties and skill requirements of various occupations. When such data are used in making clear the occupational implications of the various subjects pursued in the junior high school, they are most useful in helping students see relationships between school and jobs.

The study of occupations at this level should be accomplished, taking into full consideration the variety of educational opportunities that will become available to these students at the senior high school and post-high school level. Such study cannot of course be limited only to such specific educational opportunities that are directly related to occupational choice. It is particularly important at this level to emphasize the study of new and emerging occupations. With today's occupational forecasting, we can see ahead for about the same period of years as will elapse between the time these students enter the junior high school and leave the senior high school. We have not taken enough advantage of this in planning junior high school occupational exploration programs.

Particular advantage should be taken of the opportunity to provide junior high school students with "hands on" vocational skill exploration activities within the junior high school itself. These basic skills, taught to both boys and girls, may not, however, be as important for this age level as the opportunity, through simulation, to undertake two very major career development tasks. First, it is a relatively simple and extremely effective procedure to simulate the industrial production cycle in the junior high school through the creation of a "company" that invents, designs, produces, and "markets" a product. This has been done for years in junior high school industrial arts classes, and the concept can easily be extended to the entire junior high school. Second, equal attention should be paid to providing work evaluation sample activities for junior high school students representing the various kinds of job skills they could choose to learn at the senior high or post-high school level. Both of these kinds of activities are appropriate for this level of career development and, psychologically, have great appeal to junior high school-age students.

Coupled with these kinds of activities should be an active work experience program for junior high school students where they can actually learn what it feels like to work. There is only a limited amount one can learn about work through books or through simulation exercises. Actual work experience programs are now being mounted in many junior high schools that involve all, or almost all, of the students (including those planning on college attendance). Some special work experience for high potential dropouts is being carried out. All of these involve some combination of paid and unpaid work experience. Schools who are willing and anxious to involve the business and industrial community in their total career development program have found that community both interested and able to provide good cooperation and support. Ways are being found round what we all now recognize as antiquated child labor laws.

Senior High Schools

By the time most students reach the senior high school, they have been well saturated with concepts regarding the complexity of the occupational structure and the concept of rapidity of change now being experienced within that structure. This is not to say that such an emphasis should be abandoned in teaching about the world of work at this level. At the same time, the need for a supplemental and quite different emphasis more related to the "here and now" should be emphasized.

The senior high school student, as a normal adolescent, can be expected to be suffering both the joys and the pain of what has been referred to as "the wonderful age of absolutism" – the age where one is convinced that, somewhere, there is one and only one answer to every problem. This of course is simply a reflection of the natural kind of insecurity adolescents experience as they become more and more aware of the fact that eventually they are going to have to take care of themselves and assume responsibility for their own lives. The school career development program that continues to focus on the "broad picture" and the "inevitability of change" will find many senior high school students "turned off." Because things will change does not mean they fail to exist in some form today. If a student is to graduate in June, he needs, among other things, to have some plans with respect to what he might do in July. This kind of normal adolescent need should be recognized and taken advantage of in teaching the world of work to senior high school students.

There will of course be (or should be) a major emphasis on work experience programs for senior high school students as well as for those in the junior high school. The difference is that at the senior high school level, the work experience program should bear some more definite relationship to real or tentative occupational choices. Exposure to particular kinds of work, rather than work as a generic concept, should be the goal of senior high school work experience programs.

Again, as in the junior high school, local community occupational surveys should be a common activity for teaching about the world of work. However, at this level, special attention will be paid to entry-level jobs as well as higher level occupations related to such jobs. Senior high school students are very capable of carrying out such surveys on a continuing basis. In addition, these students are very capable of carrying out continuing follow-up studies of former students from the high school, regarding the occupations and careers such students have found for themselves. There is an important principle here; namely, that information most useful in a "here and now" sense is also that which will become outdated very soon. If the abilities of the senior high school students themselves are used in collecting and analyzing data, this can become a very real asset.

When the importance of data of a temporal nature is emphasized, no implications should be drawn that more stable data covering a wide range of occupations practiced in various parts of the country should be ignored. Quite the contrary. By the time they reach senior high school, most students are able to conceptualize beyond that which they can only experience. With the current rate of geographic mobility in the U.S. population, it is essential that information regarding the world of work be presented to senior high school students from the broadest national perspective. While up to 80 percent or more may indicate a desire to make their adult residence in their home communities, we know that many fewer than this will actually do so. No student should be handicapped in his career development by the geographic region of the country in which he resides. Unless the school takes active and concerted action to avoid such handicaps, they will inevitably take place.

It is especially at the senior high school level where the expertise and assistance of the business and industrial community is needed in teaching students about the world of work.

This assistance is needed not only in giving students work experience and local occupational information, but also in providing opportunities for senior high school students to visit with adult workers about their total life-style. The worker as a person is an emphasis that has been much neglected in most senior high school career development programs to date. The incorporation of work values with other personal values must somehow take place for every senior high school student as he leaves school for the "real world." These kinds of learnings are too important to be left to chance. Again, they can be experienced, on a simulation basis, through materials, such as those Ann Martin has produced, emphasizing a humanistic approach to career development. No matter how much such simulation is provided, it will be a poor substitute for letting real students visit with real workers, real supervisors, and real employers.

The language of the world of work should be consciously taught at the senior high school level. Terms such as "selection ratio," "union," "apprenticeship," "supervisor," and many, many others can and should be taught as part of the world of work for senior high school students. Since the major attention will undoubtedly be given this topic later in this conference, no more will be said about it here.

It will be particularly important at the senior high school level to incorporate meaningful material with respect to the world of work for *all* students. Far too often we seem to have somehow assumed that this kind of content is needed only for those who will seek immediate employment after graduating or dropping out of high school. The student who, after high school, will enroll in a post-high school educational program is fully as much in need of information regarding the world of work as is the student who will seek work immediately after leaving high school. We must cease asking the false question, "Are you going to college or are you going to work?" as though those going to college will not go to work. We have been much too willing to adopt an attitudinal stance that says: Those who go to college will find their occupations later. Far too many of these students haven't found themselves by the time they finish four years of college! We cannot continue to use the fact that some college-bound students are slow in vocational maturation to justify failing to concentrate on the world of work as a component in career development of all those who profess an interest in college attendance.

Before this section is closed, it should be emphasized that what has been said regarding the desirability of adding a "here and now" emphasis to a discussion of the world of work in the senior high school will also apply to many junior high school students. There are many such students who are told that provision will be made for them later in their school experiences but who, for many good and valid reasons, will drop out before ever getting this far. This topic, too, is more appropriately discussed in detail in other portions of this conference, but it is too important not to mention here.

Concluding Remarks

This paper has attempted to discuss the world of work as a component in a comprehensive program of career development. In doing so, I have considered work as a generic concept; the world of occupations and work values as essential subtopics. The examples of insertion of these subaspects in the elementary, junior high school, and senior high school parts of the program are intended as simply illustrative and not as exhaustive. The impossibility of speaking about this, or any other single component independent of all other aspects of career development, should be made obvious by the content of this paper. Career development does not occur in boxes.

10.

Some Questions and Straight Answers about Career Education

Several questions have been put to me that I shall attempt to answer succinctly, thus necessarily sacrificing comprehensiveness. I make no pretense of speaking for the entire career education movement, nor am I expressing any official position or policy of the U.S. Office of Education. The headings are those questions.

What is Career Education?

In a generic sense, career education consists of all of those activities and experiences through which individuals prepare themselves for and engage in work – paid or unpaid – during their lifetimes. As a response to a call for educational reform, career education seeks to make education *as preparation for work* both a prominent and a permanent goal of American education at all levels. By doing so, we hope to make work – paid or unpaid – possible, meaningful, and satisfying for each individual.

From *Today's Education* (January-February 1975).

How Does Career Education Differ from Vocational Education?

Three essential differences exist:

(1) Career education includes career awareness, decision making, exploration, preparation, entry, and progression. Vocational education has only one of these components – career preparation – as its main thrust.

(2) Career education is for *all* persons, whereas vocational education, as it now exists, concentrates its efforts primarily upon those persons seeking vocational-technical education at the secondary and subbaccalaureate degree levels.

(3) Career education emphasizes both paid and unpaid work in the lives of individuals, whereas vocational education emphasizes preparation for work in the world of paid employment.

Why Was the Launching of Career Education Considered Necessary?

Two basic reasons exist. First, parents, students, and the general public for the last several years have been demanding that the formal education system change in ways that will enable students – when they leave the education system – to be more successful in finding and engaging in work that is satisfying to the individual and beneficial to society. Second, the personal meaning and meaningfulness of work in the lifestyles of Americans are declining and have serious consequences for total societal productivity.

What Are the Characteristics of a Good Career Education Program?

First, a good career education program is *comprehensive* in that it involves all students at all levels in the education system. Second, it is *coordinated* in ways that reflect what is known about career development and career maturation. Third, it is *collaborative* in terms of relationships existing within the education system and in terms of relationships involving the education system, the business-labor-industry-professional-government community, and the home and family structure. Finally, it is *learner centered* in terms of its goals, its basic methodology, and evaluation of its effectiveness.

Should Career Education Be Taught as a Separate Subject?

No. In the classroom, career education should be viewed as an additional way of motivating students to learn and as an alternative methodology for teacher use. In these ways, career education is a tool useful in helping students learn more of the basic skills. To attempt to teach career education separately – either instead of or in addition to an emphasis on the basic skills – would be counterproductive to the goals of career education and the demands of the general public.

Why Do You Consider Career Education Necessary at the Elementary Level? Isn't High School Soon Enough?

Work values are part of one's personal value system. As such, they cannot be ignored during the elementary school years. Similarly, to ignore the teaching of good work habits until secondary school attendance would be disastrous for many students. To show elementary school students the crucial importance of basic academic skills in the world of work should motivate elementary school students to learn such basic skills better. One's career development begins even prior to entry into the elementary school, and the elementary school years are crucial ones in the process of career maturation. For all of these reasons, it is vital that career education programs begin no later than the time students first enter our formal education system.

What in Your Opinion Are Three or Four of the Best Programs Now in Operation?

I cannot identify the three or four "best" career education programs in any absolute sense. It is my impression that one would have to identify specific components of career education in order to answer this question. Some are "best" in one thing, while others are "best" in another. In the spring of 1974, each state department of education was asked to name its five best career education programs for the Office of Education. After meeting with personnel from each of these programs, I am convinced that each might in some way be considered "best." I also know some very good career education programs that were not identified by their state departments of education.

Is Career Education Just an Approach to Good Teaching Techniques? If So, When Can the Ambiguous Term Be Dropped?

No. Career education as an ingredient in the teaching-learning process represents only one component of a comprehensive career education program. To emphasize only its use as a teaching technique is to miss the point with respect to the collaborative nature of career education. Yes, I hope that someday the term "career education" can be dropped. That day will come when education *as preparation for work* has truly become both a prominent and a permanent goal of all of American education. I am afraid that day is still many years away.

What about the Arts and Humanities in Career Education?

They are crucially important for three reasons. First, they are, for many persons, a part of the world of paid employment, and thus must be included as career options made available to students. Second, the dehumanizing nature of many jobs in today's world of paid employment makes it vital that persons be able to use the arts and humanities for some of the work they choose to do in their leisure time. Third, there obviously is much more to living than could possibly be encompassed by the term "work." The arts and humanities will, in my opinion, become an increasingly important means of bringing meaningfulness to the lives of individuals in these times of rapid technological change.

How Can a Teacher Get Career Education Started in His or Her School?

The best way to begin is to begin. There are four basic ingredients needed:

(1) A clear knowledge of the subject matter you are trying to teach

(2) A list of basic career education concepts from which you can select

(3) A knowledge of resources available in your community

(4) Your own ingenuity and creativity

Armed with these things, the teacher finds that career education offers a means of using his or her abilities in ways that help students learn more through using a variety of resources in addition to the usual textbook and curriculum guide. Of course, it is better if the entire school is involved in the career education effort. If you wait for that to happen, you may never begin.

Is Career Education Just Another Educational Fad?

No. "Educational fads" are things thought up by educators or the federal government. Career education's call has come from parents, students, and the general public. That call will not go away until it has been answered. Career education represents one of several possible responses that could be given to this call for change. No other *comprehensive* response appears to be on the horizon. Since educators were not the ones who issued the call, they are certainly in no position to make it go away, except through actions taken in response to the call. Career education seems to represent one answer that at present is appealing to parents, students, and the general public. In no way can it be considered as an "educational fad." Career education is a *real* response to a *real* call for educational change.

Is Career Education Growing?

Yes. A 1974 questionnaire survey conducted by the Career Education Task Force of the Council of Chief State School

Officers produced data indicating that of the seventeen thousand school districts in the United States, approximately five thousand have begun some career education activities. That seems to me to represent fantastic growth when one considers that (a) the term "career education" was coined only three years ago, (b) only about 250 federally funded career education programs have existed in local school districts, (c) no federal career education law existed before 1974, and (d) even now, no specific career education funds, as such, have been made available from USOE. In my opinion, one of career education's current problems is that it has grown too fast. As a result, the quantity of our efforts has far exceeded their quality.

What about the Costs of Career Education to the School? Where Will the Money Come From?

More than 90 percent of the costs of education involves either buildings and equipment or staff salaries. Since in career education we are asking neither for new buildings nor for greatly increased staff personnel, we aren't anticipating the need for large amounts of money. I am hopeful that the costs of career education will continue to come mostly from local and state, not from federal funds. I don't want to see schools change again because the federal government in effect "bribes" them to do so with massive support programs. Just once before I retire, I would like to see schools change because they *should*. The relatively small costs involved in implementing career education make it possible that this could happen.

If Such a Program Is Launched, Won't Teachers Need In-Service Education? All Teachers? Or Only a Few?

In-service education for classroom teachers represents, in my opinion, the largest single cost required for effective career education. My feeling is that *all* teachers should be exposed to initial in-service education in career education. This initial in-service training should acquaint them with the basic nature, goals, and methodology of career education. The most important in-service education is the "learning by doing" that teachers do as they attempt to infuse career education into the teaching-learning process. In my opinion, only teachers who volunteer to undergo this form of in-service education should be involved. Like any other new educational approach, career education isn't something that can be forced on the teacher. I have found that teachers (and their students) who try it are the most effective agents for encouraging other teachers to become involved in in-service career education activities. This, to me, is the way it should be.

What about Preservice Education?

It will obviously be essential to the long-run success of career education. In some states – e.g., Arizona, Louisiana, Michigan, and Washington – good initial efforts to infuse career education into preservice teacher education programs have already begun. To me, important as preservice education in career education is, it represents a lower priority than in-service education at the present time. Ideally, preservice and in-service career education should be going on simultaneously. We must realize, however, that the primary expertise in career education at the present time is in our local schools, not in our teacher education institutions. Teacher educators have much to learn from leading career education practitioners if they are to infuse career education concepts into preservice teacher education programs. Many teacher educators are beginning to do so now.

Is There Any Research That Indicates That Career Education Results in Greater Learning?

Yes. Three examples are research results available from the public schools in Hamlin, West Virginia; Dade County (Miami), Florida; and Santa Barbara, California. In each of these studies, statistically significant differences in scores on standardized achievement tests were found which favored students who had been exposed to career education over "control" students in "traditional" classes. It is important to note that in each case, we are speaking of results obtained at the elementary school level only. I haven't seen similar results at the middle/junior high or senior high school level. (I think this is largely due to the fact that implementation to date has concentrated heavily on the elementary school level.) It is also important to note that in some evaluation efforts, we have seen no statistically significant differences between students who have been exposed to career education and those who have not. On the whole, however, these first preliminary results are very encouraging indeed.

How Do Students, Teachers, Administrators, and the Public React to Career Education?

Every formal opinion poll I have seen has indicated reactions to be both positive and enthusiastic. *Attitudes toward Career Education*, published by Policy Studies in Education (New York City), is one example. Both the fourth and fifth Gallup polls on "Public Attitudes toward Education" are also good examples. I have personally had many teachers who, after using a career education approach in their classrooms, say to me, "Career education has made teaching exciting and meaningful for me. I will *never* go back to traditional teaching methods again." I have personally visited with hundreds of equally enthusiastic students. It is those teachers and students who have given me the greatest reassurance that we are headed in the right direction through career education.

What Do You Foresee as the Future of Career Education and Its Results?

In my opinion, the future of career education depends first and foremost upon the way in which and the effectiveness with which it is now implemented. If we can do the following things, I think career education will continue to grow and flourish for many years:

(1) Keep career education's focus on the public's call for making education as preparation for work a major goal of American education.

(2) Continue to emphasize the collaborative nature of career education.

(3) Maintain minimum levels of funding.

(4) Resist attempts to become involved in the game of "territoriality" and recognize that we can *all* be involved in the "action."

(5) Concentrate our attention on how much help students receive, rather than on who receives the "credit" for helping.

(6) Devote conscientious efforts toward evaluating the effectiveness of career education for *all* persons at *all* levels of education in *all* kinds of educational settings.

If we fail in any of these tasks, career education could and should disappear in a relatively few years. The key to the future of career education is the classroom teacher. It is in the classroom that all of these things will either come together or fall apart. Classroom teachers need and deserve all of the help we can give them now in career education.

11.

A Conceptual View of Career Education

No major change, based solely on conditions existing within the formal educational structure itself, ever has or ever *should* come to American education. Rather, change should come as a result of the changing role and function of education in the larger society. The career education movement represents a call for educational reform based on the needs of the postindustrial, service-information–oriented occupational society in which we now live and, in addition, the larger society itself. This call centers round the changing nature of work in the total societal structure.

The Societal Case for Career Education

Those who seek to understand the broader societal basis for career education would do well to begin their study with such books as the following (see references for additional information):

(1) Gooding's *The Job Revolution*

(2) Hoffer's *The Ordeal of Change*

From *Career Education for Gifted and Talented Students* (Salt Lake City: Olympus Publishing Company, 1974), edited by Kenneth B. Hoyt and Jean R. Hebeler (chapter 1).

(3) Levitan's *Work Is Here to Stay, Alas*

(4) Sennett and Cobb's *The Hidden Injuries of Class*

(5) Sheppard and Herrick's *Where Have All the Robots Gone?*

(6) M.I.T.'s *Work in America*

Documents such as these make it abundantly clear that worker alienation is a real and growing phenomenon in the United States. The problems seem to stem from the presence of the overeducated members of the paid work force. Contributions of the overducated worker to problems of worker alienation stem from a variety of sources, such as is found in the large numbers of occupations and jobs whose entry requirements have been raised without basically changing the nature of the work itself. Where a college degree is now required to enter an occupation that formerly required only a high school education, it is not surprising that those possessing such degrees experience a lack of challenge in the job.

A second source of dissatisfaction for the overeducated worker is the continuing presence of the concept of "Taylorism" in structuring job duties and assignments. This concept – which in essence contends that greater efficiency (and thus greater productivity) can result when jobs are split into very finite assignments, with each worker being responsible for repeating a small portion of the total production process time after time – does indeed seem to be a factor in worker alienation. The worker who *knows* he can do his job extremely well is deprived of the opportunity to challenge himself each day with the job tasks that are before him. It is hard for a worker to take pride in a product he or she never sees. It is equally hard to gain personal satisfaction from providing service to a customer one never gets to see or know. As the occupational society moves farther away from an emphasis on production of goods and toward an emphasis on production of services, the concept of Taylorism becomes increasingly inappropriate.

The presence of undereducated workers is equally serious as a contributor to worker alienation. The increasing complexity of the occupational society has clearly resulted in a lessening of demand for unskilled workers and an increase in demand for workers possessing specific skills and competencies. A willingness to perform, in the absence of skills required for effective performance, is of minimal value to an employer and maximally frustrating to the worker. As workers are faced with problems of acquiring increasingly complex sets of job competencies, they are simultaneously faced with problems of the rapidity of change in the occupational society. Thus in a very real sense it is possible for a worker's skills to become obsolete before he or she has fully mastered them. The need for recurrent and continuing education is increasing rapidly throughout the occupational society. The need for workers to possess sufficient breadth and depth in basic education so that they are adaptable to the changing nature of the occupational society becomes greater each year. Failure to help workers cope with the certainty of uncertainty that most face in ways that will allow them to exercise maximum personal control over their own occupational destinies has surely been a contributing factor to worker alienation.

Thus education is seen to be a major cause of worker alienation in the case of both the overeducated and the undereducated. If this is true, then solutions to problems of worker alienation will surely involve major changes in American education. The exact specification of such needed changes is intimately involved in the conceptualization of career education.

The presence of worker alienation is frequently verified by observing the lack of productivity, lack of quality in products or services, increases in both worker and employer dissatisfaction, and increases in absenteeism in the workplace. Ample evidence exists to document the presence of conditions such as these in the occupational society of the United States.

The results of worker alienation extend far beyond their economic implications. Basically, worker alienation must be viewed causally as a psychological/sociological phenomenon. It seems increasingly true that work no longer holds personal meaning and meaningfulness in the minds of many American workers. Too many appear to be in a position where they endure their jobs rather than gain personal satisfaction from their work. They try to "get by" at work while conserving as much energy as possible for activities in which they hope to engage after leaving their place of paid employment. The basic human need for achievement — for accomplishment, for feeling that one has done something that is really worthwhile — is, for increasing numbers of workers, one that must be met through activities performed outside their place of paid employment.

The suggested solutions that are currently popular seem to be especially pertinent to those who profess to be concerned about career education in the school setting. These suggestions include:

(1) Allowing workers greater autonomy in determining their work hours and specific work assignments

(2) Providing workers with greater variety of specific job assignments

(3) Demonstrating to workers the importance of their role in providing the final product or service to which they contribute

(4) Providing "fringe benefits" to workers that improve the general quality of life available to the worker

(5) Providing workers with career ladders along with the means and the incentive to advance up a career ladder

(6) Providing workers with opportunities to use their own ingenuity and creativity in making suggestions for improving conditions of the workplace and quality of the work to be performed

(7) Providing workers with greater opportunity to interact with one another in ways that demonstrate the interdependence of workers as well as the worth and dignity of each worker

(8) Providing workers with added incentives for producing quality work products or services on a "one-time" basis

(9) Placing more trust, confidence, and responsibility in the individual worker, rather than relying on a constant, close supervision by "bosses"

(10) Allowing workers some real voice in basic policy and management decisions that affect their work and their status as workers

Management has assumed that if worker alienation can be reduced through solutions such as these, productivity will increase. This assumption seems to have been borne out in recent industrial experiences. Where work has become more meaningful and personally satisfying to the individual worker, work output and the quality of work have increased. Whether simply providing workers with more money might not also increase productivity appears to be a question that is not yet clearly settled. It does seem clear that increased financial rewards to workers, while perhaps a necessary condition for increased productivity, are not in and of themselves *sufficient* to guarantee a higher output of quality work.

The Case for Career Education in American Education

There are two essential bases for viewing the case for career education as it currently exists in American education. The first and most obvious is related to the changing and ever-closer relationships between education and the occupational society. It is clear that American education has not produced enough graduates with the technical-vocational skills required in today's occupational society. It is equally clear that in many instances our college graduates have been deficient in the level and nature of specific job competencies they possess. Finally, it is abundantly clear that American education has fallen far short of meeting the recurrent and continuing educational needs of adults who are seeking to reenter the occupational society, to change jobs within that society, or to advance up a career ladder in their area of chosen occupational endeavor. We have reached a point where we can no longer afford to ignore the relationships existing between education and the occupational society. These relationships have increased each year and are now a matter of deep societal concern.

It is this kind of need that has led to: (1) an emphasis within the career education movement on providing more and better occupational education programs, at both the secondary and post-secondary school levels, (2) increasing the attention being paid to career implications of college degrees and jobs to which such degrees may lead, (3) an increased emphasis on career guidance and career decision making, and (4) increasing the call for our schools to better meet the educational needs of both youth and adults who have exited from the formal system of education. It has been the failure of the American education system to respond to such changing societal needs that has created much of the *external* call for educational reform represented by the career education movement.

The second and equally important basis for viewing the case for career education in American education stems from the fact that worker alienation exists within the education system as well as in the general occupational society. It is contended here that most workers experienced worker alienation problems long before they entered the labor force as paid employees. The presence of "worker alienation" can be seen in almost any elementary school classroom. There, it takes the form of students who see no good reason for coming to school, no relationships between what they are being asked to learn in school and what they might do with it when they leave, and no relationships between one school subject and another. Moreover, they are told when to come to school, how they must act to win approval while in school, what they must study at a particular time, and how they failed to perform to the teacher's (supervisor's) satisfaction. Finally, they are given little or no opportunity to participate in policy decisions affecting them or any systematic incentives (except grades) to increase their productivity. That is, we find when we look at the *workplace* and the *work* of the student that an almost exactly analogous set of conditions leading to worker alienation exists as in the larger occupational society.

A similar situation exists at the secondary school level. There, students in the college preparatory curriculum have an impression that they are getting ready to go to college — even though in many instances they don't know why they should do so. Students in the general curriculum are apparently there to get a diploma, with most probably feeling that if they don't have one, something "bad" will happen to them. Students in the vocational curriculum, while apparently enrolled to acquire vocational skills required for employment, aren't sure they are receiving the proper skills and in many secondary schools are made to feel like "second-class" citizens.

At the college and university levels, worker alienation symptoms are seen in the behavior and attitudes of thousands of students who don't really know why they ever went to college. Someone told them, "Go to college and you will find yourself" – and they went to college and looked. As with both elementary and secondary school students, many college students seem to be operating under the false assumption that the purpose of education is simply preparation for more education. The persistently high dropout rates from both colleges and secondary schools attest to the presence of alienation toward their work as students on the part of many persons.

If worker alienation symptoms were seen in our education system only among students, the situation would not be as bad as we know it to be. The truth is, worker alienation is a very real problem today among teachers, counselors, and school administrators, as well as among the students they seek to serve. The "Taylorism" of the assembly line in industry is reflected in educational organizations across the land, where in school after school each teacher is given responsibility for only a very small part of the educational enterprise as it impacts on the life of any given student. The tenth grade English teacher knows that he or she must do something different from that which either the ninth or the eleventh grade English teacher does to provide the students with competencies in English. At the same time, the teacher is given an impression that he or she mustn't "interfere" with what other tenth grade teachers are doing with the same students in other subject matter areas.

Concepts of both the overeducated and the undereducated worker can indeed be applied to those persons employed in occupations within the field of education. Well-qualified teachers are asked to follow a strict curriculum guide, cover a given amount of content, maintain classroom order to a particular degree, and be responsible for a small, finite aspect of the total educational process. They are given little voice in policy making and little freedom to be as innovative and creative in the classroom as their intellect and educational background would enable them to be. With crowded classrooms, limited instructional materials, and even greater limits on real autonomy, they are told to "motivate" students (which is definitionally impossible) and to "provide for individual differences" (which, given the conditions under which they must work, they cannot possibly accomplish).

Thus the overeducated teacher can be seen in schools throughout the nation – teachers who are much more intelligent and knowledgeable than their jobs allow them to be. The presence of undereducated teachers, in the form of those who are asked to teach subjects outside their major field, is also common. Similarly, when the student as a "worker" is considered, we find both overeducated (i.e., those who already know what they are being asked to study) and undereducated (i.e., those who cannot master what they are being asked to learn) students in almost every classroom. Teachers who are alienated from their work are almost sure to alienate students from the students' work. The result is a loss in educational productivity (measured in terms of increases in student academic achievement), unhappiness, and dissatisfaction with the "educational factory" and the "educational assembly line" on the part of both teachers and students.

The presence of worker alienation on the part of both students and teachers in American education lies behind those efforts of the career education movement to engage in such activities as:

(1) Encouraging a project approach to teaching

(2) Encouraging team teaching and other forms of cooperation among teachers

(3) Encouraging efforts to show students – and teachers – the paid employment implications of the substantive content of education

(4) Encouraging greater student and teacher participation in educational decision making

(5) Encouraging flexible scheduling of various kinds that provides both students and teachers with greater autonomy with respect to planning their work

(6) Encouraging use of the total community as a learning laboratory by allowing students to spend part of their time learning outside the four walls of the classroom

(7) Encouraging performance evaluation, rather than time (as measured in Carnegie units), as a prime means of measuring educational accomplishment

Each of these kinds of examples can be seen to have *almost exact counterparts in recent attempts of industry to reduce worker alienation.*

The logical questions that come at this point are:

(1) If reduction of worker alienation results in increased productivity in industry, shouldn't reduction in educational worker alienation (among both teachers and students) result in greater productivity (i.e., increased educational achievement) in education?

(2) If students are learning in their present educational settings to be "work alienated," what would happen to worker alienation in the industrial settings if students were "satisfied workers" while in school getting ready to move into the occupational society?

The "logical" answers to these "logical" questions lie very near the base of the rationale for much of the career education movement.

In summary, the case for career education, within American education itself, stems from a combination of: (1) the need to change educational practice in ways that recognize the changing role of education in our changing society – with particular reference to the presence of overeducated and undereducated members of the labor force, and (2) the need to reduce worker alienation, as it exists among both professional educators and students, within the structure of American education.

Definitional Problems

We cannot hope to successfully solve today's problems while saddled with outmoded definitions of key terms with which we are concerned. Too many people today still seem to believe that:

(1) Work means "paid employment."

(2) Career means "a succession of jobs or occupations."

(3) Education means "schooling."

(4) Leisure means "play."

It is contended here that each of the above definitions is fallacious in these times. To adequately conceptualize the career education movement demands that new meanings be attached to each of these terms.

Of these four words, the most crucial, in a definitional sense, is the word "work." The following definition has been formulated for use here:

> *Work is conscious effort aimed at producing benefits for oneself or for others.*

Of the words contained in this definition, several are of special importance. First, the definition is restricted to "conscious effort" – thus recognizing the importance of one both *wanting* to do something and *trying* to do it. In this sense, what is "work" by definition demands the presence of *purposefulness* and *motivation* on the part of the worker. Second, this definition is restricted by the concept of productivity...of accomplishment...of doing. As such, it must result in an individual's feeling that he or she has done "something" as opposed to "nothing." Third, the definition of work used here is restricted by the word "benefits." Whether it be goods, services, or some combination of the two, people who work aim to see that someone is better off because of the work than he would have been had no work been performed. Fourth, work is seen always as producing benefits for the individual who performs it – whether those benefits be in the form of economic returns, personal satisfaction, a visible product, or anything else. To recognize that mortal man does nothing that does not produce benefits for himself is simply to recognize the basic principle on which the psychology of motivation is based. Finally, this definition recognizes that work often (and perhaps most often) produces benefits for others as well as for the worker.

If one wonders whether a particular activity can be considered work, the following questions can be asked:

(1) Did the individual want to do it? (If he didn't, the activity might be "labor" but it could not be work.)

(2) Did the individual try to accomplish something?

(3) Was what the individual tried to accomplish seen by him or her as designed to benefit someone?

If a "yes" answer can be given to all three questions, it is contended here that the activity can be regarded as "work."

Work, as defined here, is seen as self-fulfilling for the individual and contributing to his feelings of self-worth, dignity, and importance. In this sense, the term "work alienation" can be viewed as nonsensical; that is, people are not alienated from work, as defined here, although they may very well be alienated from labor.

This definition of work carries no restrictions of paid employment. Thus it can be seen as including the work of the full-time homemaker, the student, and the growing numbers of volunteers in our country. Nor does it carry any restriction of necessary enjoyment or dislike for the activity on the part of the worker. Finally, it carries no restrictions limiting it only to activity that is "hard" to do. In career education, then, we do not try to talk to students about "becoming" workers when they grow up. Rather, we emphasize that they are workers *now* (at least we *hope* they are!).

With this definition of work, we can then define "career" as follows:

> *Career is the totality of work that one does in his or her lifetime.*

Thus each of us has only one career which consists of all the work – paid and unpaid – that we perform during our lifetime. One's career may include a wide variety of occupations and an even wider variety of jobs, but simply because one changes his or her occupation in no way means that one has entered a "new" career. The career of most persons, with this definition, must be seen as beginning sometime prior to entering the formal education system and continuing through the retirement years. With this definition, use of the word "career" in the term "career education" takes on a considerably broader meaning than that associated with the world of paid employment or the concept of economic man.

In the term "career education," education is intended to extend (in its meaning) considerably beyond the formal system of American education represented by our elementary, secondary, and post-secondary educational institutions. The definition used here is:

> *Education is the totality of formal, informal, and incidental processes through which an individual learns.*

As defined here, education includes our public school system, employer training, self-study, and all forms of "learning by doing." As such, it is seen, as is the word "career," as something that begins very early in life and continues well into the retirement years. In this sense, career education, in a generic (not a strict definitional) sense, concerns itself with all that an individual learns that contributes to the work he or she does during his or her lifetime. (This of course does *not* mean that the only reason an individual learns something is so that work can be performed.)

> *Vocation is one's primary work role at any given point in time.*

As defined here, one can change "vocations" several times in his or her lifetime. A youngster's vocation can be considered to be "student"; a full-time housewife's vocation is "homemaker"; and a machinist's vocation is "machinist." Women who combine a full-time job with the vocation of homemaker may be said to have two vocations at the same time. Thus the term "vocation," like the word "work," is in no way restricted to the world of paid employment, even though that world is included in the concept.

> *Occupation is one's primary work role in the world of paid employment.*

Thus while one's vocation may also be his or her occupation, there are many persons who, while having a vocation, do not have an occupation. The distinction is important in a free enterprise, democratic society such as in the United States.

> *Leisure is those activities which an individual pursues when not engaged in his or her vocation.*

This definition is important in order to emphasize that one may choose to spend some of his or her leisure time in work. For those persons whose occupations in the world of paid employment are so dehumanizing in nature that they are regarded more as "labor" than "work," the prospect of using part of their leisure time in work may be especially appealing. Increased leisure is portended because of increases in the length of schooling, earlier retirement plans, and – to a less significant degree – a shorter workweek and longer vacation periods. It is vitally important that the word "leisure" not be equated with the word "play." Both society in general and individual members of that society will benefit greatly if we can conceptualize the word "leisure" in ways that allow part of one's leisure time to be spent in work.

Definition of Career Education

Based on the conceptual attempt presented here, the following definition of career education appears appropriate:

> Career education is the total effort of public education and the community to help all individuals become familiar with the values of a work-oriented society, to integrate those values into their personal value systems, and to implement those values in their lives in such a way that work becomes possible, meaningful, and satisfying to each individual (Hoyt *et al.*, 1974, p. 15).*

In attempting to clarify the meaning and implications of this definition, we present the following important points:

(1) Career education is an *effort*, not merely an *attitude*, as some have said. As such, it is going to require some time, materials, and money.

(2) Public education is education available to the public and from which the public can choose. Thus it is a term considerably broader than the formal public education

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*This definition, coined by Dr. Hoyt, first appeared in *Career Education: What It Is and How to Do It* (first edition). It subsequently appeared in *Career Education: A Handbook for Implementation*, produced for the U.S. Office of Education pursuant to a grant to the Maryland State Department of Education under a subcontract with Olympus Research Corporation, Salt Lake City.

system of the United States and much, much broader than the kindergarten through twelfth grade public school system.

(3) Career education represents a joint effort of public education *and* the community. It is *not* something that the formal education system can do by itself. The notion of the formal education system working as a *collaborator* with the community, rather than asking the community to simply "cooperate" in a program that is basically controlled and operated by the formal education system, is one of the distinguishing features of career education.

(4) Career education seeks to help *all* individuals – from the preschool years through retirement life. It is not simply something for school-age youth.

(5) Career education's objectives and goals represent only a portion of those associated with American education and the total society of which education is a part. It seeks to be recognized as a significant and needed effort in ways that neither demean nor detract from any other worthy educational or societal goal. It does not say that work is the *most important* thing in the lives of individuals, but only that work should be *one of the important* and meaningful parts of the individual's life.

(6) Career education's first objective is to help individuals become familiar with the values of a work-oriented society – with all of the various reasons why persons in our society are motivated to work. It does so without in any way seeking to picture one set of work values as necessarily better than any other. The emphasis on work values – rather than on any form of work ethic – is purposeful in this definition, and reflects a basic concern for the welfare of the individual (rather than "work" being viewed as some kind of societal obligation).

(7) Career education's second objective is to help individuals integrate some set of work values into their personal value structure. Clearly, the career education movement, as conceptualized here, does seek to help all individuals *want* to work. Note that this is an "objective," not a "requirement," of career education; that is, while we truly do want all individuals to want to work, career education in no way seeks to *impose* work values on individuals.

(8) Career education's third objective is to help individuals *implement* work values in their lives. This implies a commitment to providing individuals with good work habits, with work skills, and with opportunities – paid or unpaid – to actually engage in work.

(9) The goals of career education are to make work more possible, meaningful, and satisfying to each individual. By "possible," we mean that the individual should be able to find work if he or she seeks it. By "meaningful," we mean that the individual should understand the importance of his or her work and the ways in which that work is producing benefits to someone. By "satisfying," we mean that all individuals' work should lead them to see the work in which they engage as giving more purpose, more personal meaning, and more joy to their lives by allowing each individual to view himself or herself as a person of worth in our society.

As conceptualized here, career education has its centrality of concern in the word "work" and the personal significance that word holds in the lives of all individuals. The concept of work as presented here will, it is hoped, be one that will serve to bring about the kind of educational reform called for by the occupational society in which we now live. More importantly, it will be a means of bringing greater personal meaning to the lives of all individuals. As viewed here, career education is very much a part of the human services movement that allows for a coordinated effort extending over all age levels, geographic settings, and societal institutions.

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12.

Career, Vocational, and Occupational Education: An Approach to Defining Differences

Is career education simply a new name for vocational education? Should the terms "vocational education" and "occupational education" be considred synonymous? Apparently large segments of the general public – and many professional educators – seem to feel that the answer to both questions must be "yes."

During the last three years, there has been considerable effort expended proclaiming that the terms "career education" and "vocational education" are not synonymous, while at the same time little attention has been paid to what if any differences exist in the meanings of "vocational education" and "occupational education." It seems unfortunate that relatively more time appears to have been spent in proclaiming that differences *do* exist between career education and vocational education than in specifying, with exactness, what such differences are. It seems equally unfortunate that differences between vocational education and occupational education have been ignored. It is time that we face these problems.

It would be fruitless to attempt to differentiate meanings of these three terms by deriving the meaning of each independently of the other two. Some common base must be used for

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Unpublished paper written in 1974.

purposes of defining each term. Here, an attempt will be made to construct such a base by defining six words that are basic to the controversy. The six words are: work, career, vocation, occupation, leisure, and education.

Definitions of Basic Terms

Work is "conscious effort aimed at producing benefits for oneself or for oneself and others." As such, it is unimportant whether such effort is paid or unpaid in nature. What is important is that it represent the basic need of all humans to achieve, to accomplish, to *do* something productive that allows the individual to discover both who he or she is and why he or she is. With this definition, work is properly viewed as a human right, not as a societal obligation.

Career is "the totality of work one does in his or her lifetime." Thus any person can have only one career. That career typically begins before the person enters kindergarten and continues well into the retirement years.

Vocation is "one's primary work role at any given point in time." Vocations include paid employment, but they also extend to unpaid work roles. For example, we can speak of the "vocation" of the student, the full-time volunteer worker, or the full-time homemaker as easily as we can speak of the "vocation" of the plumber, the physician, or the engineer.

Occupation is "one's primary work role in the world of paid employment." Economic returns are always considered among the work values of persons engaged in occupations, although these might not be considered whatsoever by persons in certain vocations. The occupations of many persons will be synonymous with their vocations. One can have an occupation without having a vocation, although, of course, one can have a vocation without being engaged in an occupation.

Leisure consists of "activities, other than sleeping, in which one engages when not performing in his or her vocation." Thus leisure holds possibilities for both "work" and "play."

Education consists of "all those activities and experiences through which one learns." As such, it is obviously a lifelong process and considerably broader in meaning than the term "schooling."

All that follows here is based on an assumption that these six basic terms are understood and agreed upon. Those who disagree with one or more of these definitions will necessarily find themselves disagreeing with the remainder of this paper.

Definitions of Career Education, Vocational Education, and Occupational Education

Career education consists of "all those activities and experiences through which one learns about work." As such, it makes no restrictions in meaning whether one speaks about the work of the homemaker, the musician, the lawyer, or the bricklayer. Some work will require advanced college degrees while other work may require no formal schooling of any kind. To the extent that work is judged "successful," it does typically – and in these times, increasingly – require some learned set of vocational skills.

Vocational education consists of "all those activities and experiences through which one learns about a primary work role." This definition includes all kinds of primary work roles: paid and unpaid, those assumed by high school dropouts and by university graduates, those taking place in formal classrooms and in on-the-job settings. It differs markedly from the definition of this term currently in use by the American Vocational Association. It is advanced here not to create controversy, but simply because, with the specific word definitions presented earlier, it seems proper.

Occupational education consists of "all of those activities and experiences through which one learns to work in the world of paid employment." As such, it places a primary emphasis on ecnomic benefits from work that are not necessarily present either in vocational education or in career education. As with the term "vocational education," the term "occupational education" obviously includes schooling requiring college degrees as well as schooling at below the baccalaureate level.

With these three generic definitions, it becomes clear that occupational education always includes vocational education, but vocational education is not always limited to occupational education. It becomes equally clear that career education, while including both vocational education and occupational education, extends beyond both, for it may involve work performed as part of one's leisure time. The three terms imply progressive narrowing of purpose. That is, career education includes all work, vocational education is limited to all primary work roles, and occupational education is further limited to all primary work roles in the world of paid employment.

Vocational Education: Bedrock for Career Education

At this point, it seems desirable to move beyond the definitional game-playing to the task of conceptualizing vocational education as part of career education. The primary point to be made here is that while vocational education can exist without career education, there is no way that career education can exist without vocational education. This statement requires some further explanation.

In a societal sense, the goals of career education are to help all individuals:

(1) Want to work

(2) Acquire the skills necessary for work in these times

(3) Engage in work that is satisfying to the individual and meaningful to society

Since, by definition, "primary work roles" encompass most of the work carried out in the world, vocational education – as defined here – becomes a central ingredient for skill acquisition and thus a major part of the bedrock for the career education movement.

In an individualistic sense, the goals of career education are to make work (a) possible, (b) meaningful, and (c) satisfying to each individual. Work, in these times, is increasingly impossible unless one has been equipped with a set of vocational skills that will qualify him or her for work. Further, it is obvious that work can become neither "meaningful" nor "satisfying" unless and until it is first "possible." Again, we can clearly see the bedrock necessity for vocational education – as defined here – for the success of the career education movement.

Finally, when one recognizes that in the foreseeable future, more than 80 percent of all occupations will require the acquisition of vocational skills at less than the baccalaureate level, it is obvious that what has been the prime emphasis of traditional vocational education – i.e., providing occupational skills at the subbaccalaureate level – must be greatly expanded if career education is to succeed. Some have pictured career education as a subterfuge for expanding vocational education. It would be much more accurate to recognize that, far from being a subterfuge, career education must *demand* major expansion of occupational skills training at the subbaccalaureate level. It is essential to successful implementation of the career education concept itself.

Implications for Change in Vocational Education in Academic Settings

From the outset, advocates of career education have called for the complete integration of vocational education into the total fabric of American education – for the fusion of what have been academic education, general education, and vocational education into a single system that emphasizes *preparation for work* as one of the major goals of the total educational structure. The implications of this objective require some examination.

Some vocational educators have seemed to interpret "integration" to mean that academic teachers will change in ways that make them more like today's vocational educators. Others seem to believe that "integration" means that traditional academic teachers will come to like traditional vocational education teachers better (and vice versa); in short, that both will somehow adjust in ways that help them relate better with each other. It seems important to point out that the best that can be hoped for in a mutual adjustment situation is accommodation of different persons to one another. "Accommodation" implies adjustment without the necessity for basic changes in either party. "Integration," on the other hand, implies basic changes in both parties. Career education stands squarely for integration, not for simple accommodation.

The integration called for by career education demands that academic teachers change their internal value systems and their operational behavior in ways that reflect the importance of education as preparation for work. We ask all academic teachers to recognize preparation for work as one, among several, of the basic goals of American education. This will require major internal changes in many of today's academic teachers.

This hoped-for integration also calls for fundamental internal changes in today's vocational education teachers. Integration cannot occur in an atmosphere of protective isolationism. The separateness of traditional vocational education, which in the past has seemed essential for survival, must – if career education's goals are to be attained – be abandoned. Instead, today's vocational educators must strive to find and emphasize the commonality of purpose in education as preparation for work that binds them with all other educators into a single family of professionals.

To emphasize commonality of purpose is in no way to say that uniqueness will disappear. Rather, it is simply to recognize the importance of the commonalities. An emphasis on uniqueness will always be important to the individualistic goals of each educator. Vocational educators of today have two basic choices with respect to proclaiming their uniqueness. One would be to emphasize vocational education as preparation for primary work roles – paid or unpaid – at the subbaccalaureate level. This would necessitate abandonment of the traditional criterion applied in defining a program as "vocational education" that stipulates that it should lead to gainful employment. To do so would immediately make industrial arts, as a curriculum area, part of vocational education. It would also legitimize, as part of vocational education, large parts of the work of today's home economics and vocational agriculture teachers that are not necessarily concerned only about paid employment. It would make vocational exploratory experiences for all students – including the so-called "college bound" – a basic and bona fide part of vocational education. It would call for major changes in what has traditionally been called "vocational education" in secondary schools and in post-secondary educational settings.

A second alternative would be to move from vocational education to occupational education in labeling the field. If this were to be done, it would probably be accompanied, for purposes of emphasizing uniqueness, by preparation for gainful employment in occupations requiring preparation at less than the baccalaureate level. It can be seen that, while involving a change in terminology, this would necessitate very little change in job functioning on the part of most of today's vocational educators.

There are of course a number of additional alternatives open to today's vocational educators. Among these are the following:

(1) Keep vocational education "as is," ignore career education, and hope that career education will go away.

(2) Keep vocational education essentially "as is," but encourage large increases in support for career guidance in hopes that career guidance personnel will take care of the integration problem.

(3) Or keep vocational education essentially "as is" in the senior high school, but support career awareness and career exploratory programs at the elementary and junior high school levels.

Even these few examples will, it is hoped, serve to illustrate the basic problem that career education asks today's vocational educators to face; namely, the problem of deciding to *change*. To date, the problem has not been squarely faced either by vocational education or by career education personnel.

Career Education's Need for Support by Vocational Education

There is an urgent need for support of career education by today's professional vocational education community. Career education as a total movement holds far greater potential for change than could be expected to result from the isolated efforts of any single part of education – such as vocational education. The broad goal of career education is to bring both prominence and permanence to education as preparation for work as a major goal of our entire system of education. Had vocational education been able to do this by itself, I think it would have done so years ago. Career education and vocational education need each other.

But it is *change* that we have been speaking of here. The art of compromise, essential for moving toward change, cannot effectively be accomplished if career education is controlled or directed by vocational education. Vocational education was indeed one of the parents of career education; but we must recognize (if we continue with the analogy) that career education is a child born out of wedlock. The true marriage of vocational and academic education has yet to take place. If such a marriage is ever to occur, it must result in part because both "parents" respect and admire what this child called "career education" has been able to accomplish. Neither parent will *control* if this is to occur.

Career education is a healthy child today, as witnessed by the hundreds of local school systems that have initiated career education programs on their own. But it is a child and, as such, in great need of both nourishment and assistance in moving toward maturity. As one of its parents, vocational education has, it seems to me, a continuing responsibility to financially support and provide thoughtful input into the continuing conceptualization of career education. It would be a tragic mistake for vocational education's interest in and support of career education to diminish at this point in time.

Concluding Remarks

The career education movement calls for major internal changes on the part of both the academic and the vocational educators of today. It would be unwise and unproductive for one to change unless the other also moved toward change. Change, if it comes, will be slow and painful for all concerned. If all of us can change in a career education direction, American education will become more meaningful and more appropriate for our students. There *is* a choice, to be sure. There is also a deep professional responsibility.

III.

Actors on the Career Education Stage

13.

Parents and Career Education

Parents are a potentially powerful force in shaping and changing educational policies in any U.S. school system. Parent opinion can be equally effective as a positive or as a negative force. In a democratic society such as ours, we must surely be both glad and grateful that this is so. More than any other segment of the general public, parents have both a right and a responsibility to care about and to influence public school educational policy. Career education policies, more than most others, are certainly susceptible to parental influence. This fact must be taken into account by school systems that attempt to initiate career education programs.

If it were simply a matter of gaining parental approval of career education, there would be little need for a special discussion of this topic. The need stems from the necessity for parental *involvement* in career education. Parental approval isn't enough. Until and unless parents become *partners* in career education, the school system's efforts are unlikely to be very successful.

From *SRA Guidance Newsletter* (January-February 1974).

Necessity for Parental Participation

Much of the substance of career education concerns work values and work habits. In these domains, parents "turn off" their children much faster than we as educators "turn them on." Most of us have seen situations where parents have destroyed in twenty minutes values and attitudes that have taken us weeks to build up. Parental influence can be a great help or a hindrance in achieving four major goals of career education.

First, one of career education's goals is *to help each student acquire a positive set of work values that are personally meaningful.* While we are certainly *not* trying to provide a single reason for valuing work, we certainly *do* want all students to want to work. We are trying to help students seek work as both a necessary and a desirable part of their lives from an economic, sociological, and psychological viewpoint. A major belief of career education's philosophy is that work is a positive concept. Yet many parents regard *work* as a dirty four-letter word. They frequently refer to how happy they are away from work and how much they dread going back to work. It is difficult to teach students a positive concept of work when in their homes work is pictured as a punishment to be endured or as a necessary societal evil.

Second, another career education goal is *to teach students good work habits.* This emphasis is one that must begin in the elementary school years and continue through all of education. Habits that a student is expected to practice while in school become an integral part of his or her total behavior only when they are also practiced in other settings. If any set of habits is expected to be displaced only at school, it becomes simply a means of coping with the school environment. If students are taught good work habits in school and poor work habits at home, only confusion can result. The internalization of any set of habits demands, above all else, consistency in application. The goal of teaching students good work habits cannot be attained unless what is taught in the school is reinforced in the home.

A third goal is *to expand, to the maximum possible extent, options related to career decisions being made by students.* We want students to see and to consider the widest possible range of career options and to choose those most consistent with their interests, abilities, opportunities, and values. In striving to attain this goal, we cannot ignore the powerful influence of the occupational stereotypes that exist in our culture at the present time. The influence parents exert on their children's occupational choices often has as its source the effect that occupational stereotypes have had on the parents. Most parents hope that their children will enter an occupation with a higher prestige level than that represented by the parent's own occupation. Few parents express delight if their children express occupational preferences at a lower prestige level than that associated with the parent's occupation. While this is most understandable, it is certainly restrictive in terms of career options that the student feels are appropriate ones to consider. It would be foolish (and impossible) for us to attempt to eliminate this influence, but we certainly must make some effort to minimize its impact on the freedom of the student to determine his or her own destiny.

Finally, a fourth goal is *to help students see various educational options as differing in kind, not in intrinsic worth.* We seek to help each student choose the educational alternatives that he or she considers best for him or her. We seek to avoid any automatic hierarchical ordering that, for example, pictures the college-preparatory curriculum as necessarily better than any other in the school. Instead, when someone asks us "What is the best program?" we want to respond by saying, "For whom?" Yet, as with occupations, parents often associate stereotypes with various kinds of educational opportunities in such a way that they automatically regard one as superior to all others. It will be impossible for us to help students really *choose* from the widest possible range of educational opportunities unless parents join us in helping the student ask and answer the key question: What kind of education will be the best for *me*?

Some readers will be tempted to point to parental viewpoints such as those described as justifying their contention that career education "won't work here." I do not believe the majority of parents will be actively opposed to the four career education goals if they clearly understand them. It is up to us to see that they do.

Suggested Parent Activities

The following suggested parent activities are presented without regard to grade level. Some can be used at any grade level, while others will obviously be more appropriate at some levels than at others.

Have Students Interview Their Parents with Respect to Parental Occupations

This activity has several advantages. First, many students do not know what their parents do in the occupational world. Second, such data will be new information for many teachers. Third, teachers can use this information in making bulletin boards showing places of employment in the school district. Fourth, such student interviews can, if carefully planned, help the student develop more respect for parents and can also help the parent feel better about himself and his work. Fifth, it is an activity that leads naturally into parent-child discussions regarding occupational aspirations and tentative plans of both the child and the parent.

Ask Parents to Volunteer Props for Use in Career Education Activities

This has been particularly useful at the elementary school level. Parents often can find old work uniforms, work tools, and work signs that the teacher can effectively use in the elementary classroom. When a student brings something from home that is used in the classroom, he or she receives positive reinforcement. Parents, too, seem pleased to see that such materials are serving a useful purpose. Many teachers have filled prop boxes almost entirely with materials donated by parents. It is a real advantage for the school with a small career education budget.

Ask Parents to Serve as Occupational Resource Persons

To invite parents to discuss their occupations in a class or small group setting offers opportunities for students to ask questions about the world of work. The answers not only provide students with information, but also can help the parent realize how important and necessary his or her work is. Parents will often volunteer to serve as occupational resource persons to answer the questions of individual students who are considering occupations in their field. A community cadre of such individual referrals can often be started with a parent group.

Ask Parents to Serve on Career Education Advisory Committees

There is much about work and the world of work that teachers don't know. Parents engaged in various occupations possess a great deal of knowledge needed to formulate and execute career education plans. Advisory committees for each occupational cluster can supplement the work of one schoolwide career education committee. Parents can often provide leadership in getting broad community representation on such committees.

Ask Parents to Allow Their Children to Spend a Day at Work with Them

This is a very effective way of helping students learn about the world of work. It is also an effective way of helping students gain greater respect for their parents and for parents to gain greater self-respect. True, not all parents can arrange such a day, and some alternative arrangements (such as going to work with a neighbor) will have to be made for some students. The potential benefits to be derived from this kind of activity justify the great amount of trouble involved in making it operational.

Ask Parents to Allow Teachers to Visit Them at Their Place of Work

Several schools are using this as a new twist on the parent-teacher conference idea. While it takes advance arrangements with employers, good career education advisory committees can help schools make such arrangements. To engage in this activity puts teachers in contact with many parents (especially fathers) who will never come to parent-teacher conferences scheduled at the school. In addition, it is a valuable means for teachers to learn more about the world of work and to develop positive parent relationships.

Ask Parents to Participate in the School's Placement Program

Much information is needed about the community if students are to be assisted in finding part-time or full-time jobs. Parents, as community members, are excellent persons to consult in locating such information and making it a part of the school's placement program. While, of course, we would not ask parents to participate in using student records in the actual placement process, they can be extremely valuable in collecting and updating job placement opportunities — especially for part-time jobs.

Ask Parents to Participate in Student Field Trips to the Business-Industry-Labor Community

Parents can be of great help in locating and identifying possible sites to visit. They can serve as volunteers for transporting students to such sites and provide invaluable assistance in supervising small groups of students during the actual visit. It seems that parents often learn as much as their children when they participate in activities such as these.

While other examples could be given, perhaps these few will indicate the wide variety of ways in which parents can be effectively brought into career education programs. It should be obvious that as parents help their children learn about work and occupations through such activities, ample opportunities also exist for increased parent education. Through these kinds of activities, we can help parents acquire a more positive view of the world of work and of themselves as workers. This in itself is an aid in the success of career education. It may be viewed as equally valuable in stimulating positive communication between parents and their children.

Questions Parents Raise

1. *"I send my child to school to study the three R's. Why are you teaching him about careers?"* This kind of question can perhaps best be answered by assuring parents that we, too, are concerned primarily about helping students learn basic academic skills. One of the prime reasons we emphasize careers is so that we can motivate students to learn more academic skills. Skeptical parents can be asked to observe their children and see whether their interest in basic schoolwork is increasing. In good career education programs, rising interest should be easy to discover.

2. *"Why are you trying to persuade my child to enter vocational education?"* This question is often asked by parents who misinterpret career education's emphasis on the entire world of work and the entire world of education. It is best answered by assuring parents that we are in no way trying to recruit students for vocational education. Nor are we trying to keep students from going to college. Instead, we are simply trying to open up the maximum number and variety of options for all students. We want students to appreciate the worth and dignity of all honest work, but we are not recruiting them for any particular kind or level of work or schooling.

3. *"Why are you trying to make my child choose an occupation?"* This kind of question can perhaps best be answered by emphasizing to parents that it is *work* – not *occupations* – that forms the primary emphasis in career education. When we ask students to learn about occupations, it is because this is a way in which they can learn about work. When we ask students to consider tentative occupational choices, we are interested in helping them think about their own work values. Parents need to know that we are well aware of the current rapidity of occupational change and the futility of encouraging a student to choose one occupation for his or her life's work. Parents also need to understand the concept of career development as a *developmental* process that involves a continuing examination of oneself in relationship to work and the world of work. We are certainly *not* trying to make any child choose any occupation. Rather, we are trying to help each student to think about himself in terms of his work values and his preferred life-style

4. *"How can my child learn when he isn't in school?"* This question is often raised by parents in regard to their children's participation in field trips and other career education activities conducted outside the schoolbuilding. In answering this question, we need to emphasize that some of what our students need to know is located in the broader community, not in our schoolbuildings. We also need to emphasize that every excursion into the community is a planned learning experience (and we had better be sure that it *is*). We can show parents how regular class assignments in English, mathematics, science, social studies, and other subjects are tied to student activities carried on outside the school. (A simple example, such as how we make up mathematics problems based on the math we saw being used in a grocery store, is often helpful here.) The most convincing answers to give such parents will be those provided by increases in academic achievement resulting from career education programs.

5. *"How can my child learn when it's so noisy in the classroom?"* The activity-oriented approach to career education does demand that students move about and that they speak with one another. The resulting classroom atmosphere can be of concern to some parents who remember school as nice straight rows of students who spoke only when called upon by the teacher. We can encourage them to ask their child whether the child thinks what he or she is doing is meaningful learning. We can point out to parents that in the past we haven't found enforced quiet and regimentation of students a very effective learning approach. We can also point out that our attempts to individualize instruction through the project approach of career education demand that we pay more, not less attention to learning patterns and the progress of individual students. Finally, we can point out the advantage that this approach gives us in providing for individual differences in students, rather than assuming that all will learn best by a single means. I have sometimes told parents that I don't think complete quiet is a very healthy condition to encourage for long periods of time in either the school or the home environment. Sometimes this seems to get across when all else fails.

Career Education in the Home

How can parents effectively reinforce attempts on the part of schools to teach work values and work habits to students? A partial answer to this question was given earlier when suggested parent activities in career education were listed. A complete answer goes far beyond the participation of parents in such activities.

We need the American home to become, in part, a workplace – a place where all family members are regarded as workers. The work of the home, in all of its aspects, offers a marvelous opportunity for students to learn the relationships that make work and play complementary activities. It is also an ideal setting in which to demonstrate to children the ways in which all of us undergo some inconvenience when one of us fails to carry out his or her work assignment, to finish work on time, to cooperate with other workers, or to recognize the dependence of each worker on many others. Both work values and work habits can and should be taught in the home.

To accomplish this, schools can prepare for parents lists of work habits that we are trying to teach students. We can then encourage parents to find ways of reinforcing our efforts through emphasizing similar work habits within the home. I know of very few homes in which parents would object if their children seemed inclined to help out with some of the work required to make the home run smoothly. This subject may well be raised with PTA members, who can be asked to prepare materials for use in career education. Any parent materials, in addition to containing lists of work habits to be emphasized, must also caution parents against the temptation to say, "It's easier if I just go ahead and do it myself." We all know that this attitude is not a positive thing for either children or their parents. To emphasize the home as a workplace would do much, in my opinion, to restore the true meaning of family membership. It is an effort well worth making.

The subject of work values is another matter. Here the school needs to clearly communicate to parents the differences in work values that now exist in our society. Reasons why parents have chosen to work may very well be unappealing to their children. The child's question "Why should I work?"

cannot be effectively answered by parents who express only their own work values. It is vital that we communicate to parents a concept of work that extends beyond paid employment. We need to help them understand that the question of "Why work?" for most young people today can be most effectively answered by pointing out that work is a means of finding out *who* one is and *why* one is. Parent education on the meaning of work in the technologically oriented society we now live in can be very valuable. Schools have an obligation to help parents learn and think deeply about this subject. Such education will influence the lives of parents as well as the lives of their children.

A Concluding Thought

Parents are at least as important to the success of career education as I have tried to picture them here. I can see no way in which effective career education programs can be conducted unless attempts, such as those discussed, are made to involve parents. If we make the effort, I am convinced that the great majority of parents will respond positively and effectively.

Obviously, not all parents can or will become effective partners with us in career education. There are some homes in some neighborhoods where it will be impossible for children to receive a healthy and helpful view of work and the world of work. There are some parents who will remain resistive to career education in spite of all that we do to allay their fears and suspicions. That we will not be successful with all parents will surely be neither new nor surprising to readers who have worked in the field of education for a few years.

It would be a grave error to devise approaches to parents based on the most negative home conditions we could expect to find. Instead, we must plan in a positive manner. We must proceed assuming the best, not fearing the worst. We will find many homes in which neither parent is employed. This of course does not mean that no work is carried on in the home or that such parents will not be interested in or supportive of career education. We will find many homes that are short of money, but very few that are short of work opportunities for children. We will find many parents lacking in initial understanding of career education, but few who are incapable of understanding it if we will take the time to work with them.

14.

Questions Teachers Ask about Career Education

No major lasting change can occur in American education without active support and involvement of the classroom teacher. The edicts of the school administrator, the rhetoric of the educational philosopher, the findings of the educational researcher, and the voice of the general public can all be effectively ignored by the teacher through his merely closing the classroom door and facing his students. Experienced teachers objecting to a new educational thrust can comply while withholding the kind of commitment that leads to effectiveness. The sincere but inexperienced teacher, on the other hand, often objects so loudly and so forcibly that his total competency in helping students learn is impaired. In either case, the new idea – good or bad – is doomed to failure.

The strength of "teacher power" as a determiner of educational change is directly related to the extent to which teachers themselves are asked to change their attitudes, their philosophies, their competencies, and their teaching methodologies. Since career education asks teachers to change in all of these ways, it is extremely vulnerable to the kind of teacher power described here. Like most others who call for major educational change, many of the advocates of career education have assigned classroom teachers a greater share of the blame

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From *SRA Guidance Newsletter* (January-February 1973).

than they deserve and a greater portion of the responsibility for change than they can possibly assume on their own. Thus it is not surprising that large numbers of highly competent, conscientious, professional teachers are today asking a great number of questions regarding their role in career education and about the viability of the career education concept itself.

That classroom teachers in all kinds of educational settings are raising questions concerning career education is a healthy sign; certainly teachers are not simply ignoring the concept. Those questions that concern money are the easy ones; for if both school administrators and the general public are convinced of a concept's importance, the money will be forthcoming. The more difficult questions are those concerning teacher commitment.

In the public schools I find more questions coming from the so-called "academic" teachers in the senior high school than from any other group. Therefore it is their questions that will be discussed, but the answers given here can be used by counselors working with teachers at any level. Such answers, of course, will not satisfy the true disbeliever, but they may help clarify things for the true skeptic.

Role of the Classroom Teacher in Career Education

Career education asks all teachers at all levels of education to (1) emphasize the career implications of the substantive content they seek to help students learn, (2) recognize that any class may be vocational skill training for one or more of its students and that the teacher has special responsibilities to such students, (3) increase their knowledge of the world of work through observational, work-experience, and work-study activities that take place in the business-labor-industry community, (4) help all students acquire a personally meaningful set of work values and a basis for making reasoned career decisions, and (5) help parents develop and apply career education concepts that will serve as positive rather than negative forces on the career development of their children. Of these five responsibilities, the first is of special importance in that, unlike the others, this represents a continuing and continuous responsibility that can be met only by the classroom teacher.

It is neither possible nor proper to discuss in this paper all of the teacher responsibilities. Here, I want to provide readers only with the ways in which I try to answer questions classroom teachers raise with me regarding their role in career education.

Question One

I am an academic teacher working only with college-bound students. Why should I emphasize career implications of my subject matter to these students?

The key point I try to make with teachers raising this kind of question is that college-bound students, too, are getting ready to go to work. We have created perceptual problems for ourselves in the senior high school through organizing subject matter round the concept of the college preparatory, general, and vocational education curriculums. As a result, those in the college prep curriculum are perceived as getting ready for college, those in vocational education as getting ready for work, and those in general curriculum as getting ready to receive a high school diploma. Career education seeks to turn this situation around through making education *as preparation for work* an important goal of *all* who teach and *all* who learn. Certainly society expects those who go to college to go to work someday!

One of the problems facing students on the college campus today revolves round the question of career decisions. The college campus, as it typically exists today, is probably among the worst of all possible environments in which to make career decisions in that it tends to force decisions based on circumstances rather than on reasoning. We all know college students who switch their majors, and thus career goals, because of experiences in one class with one instructor. Such students probably had no truly reasoned career base for choosing the original major. Getting students ready for college certainly does include helping them think through their reasons for going in terms of career decisions open to them.

It is also important to point out to teachers that when we ask them to emphasize the career implications of their subject matter, we are not asking them to participate in a process of forcing career decisions on students who are not yet ready to make them. On the contrary, we are simply seeking to open up a wider horizon of choices so that the student can expand his thinking on the options available. It is a liberating, not a restricting function in which we are asking teachers to engage. Teachers of mentally gifted students often point to the fact that career decisions for such students can be expected to be delayed until the graduate school years and that it is premature to encourage these students to think about careers while they are in high school.

At a recent national invitational seminar on career education for the gifted and talented that I conducted for the U.S. Office of Education, I hard participants argue that it is not productive to teach the highly gifted student about today's occupational world because he is going to change that world in ways that are meaningful to him. I contend that it is especially important to help highly gifted students consider careers through which they can make the major societal contributions of which they are capable. If they are going to lead us to create changes in the occupational society, then it is important that they know something of the current nature of that society so that they will know what it is they are trying to change. The fact that the highly mentally gifted may spend a good many post-high school years in further educational study is no reason for denying them the opportunity to think of themselves as potential workers while in high school. No student should be excused from work because of a high IQ!

Question Two

How can I be expected to take time to teach career implications of my subject when I know I will be evaluated primarily in terms of giving students sufficient substantive content so that they can compete successfully in college?

This question is often raised by teachers who feel that they do not have time to teach the substantive content they know their students should be getting. They have already been bombarded with requests to incorporate concepts of environmental education, drug education, sex education, and citizenship education into their teaching. "How," they ask, "can I possibly add career education to all these other concepts and still teach the real subject matter associated with my academic field?" When one adds consideration of the many interruptions that occur during the school year – special assemblies, athletic events, career days, class days, religious holidays, and so forth – one cannot help but sympathize.

I emphasize to the teacher that in asking that time be devoted to discussing career implications of the subject, we are *not* asking that less time be devoted to study of the substantive content of the area. Rather, the time we are asking for is a portion of the time every good teacher devotes to motivating students toward studying the course content. To let students learn something with respect to how they might use that knowledge in their later vocational lives is to motivate many students to try harder to master the course content. One of the essential differences between an instructor and a real teacher is that those who deserve the title "teacher" are concerned about making their subject meaningful to the student and are not content with merely imparting knowledge.

It is part of this motivational time that we ask teachers to spend in emphasizing the career implications of the subject matter. We are not asking them to substitute this form of educational motivation for any other that they have found to work in the past. We are asking that this form of education motivation be *added* to any other that a particular teacher has found to be effective for him or her. Some teachers seem to think that we are asking them to include a discussion of career implications in every daily lesson plan, and it is important to help such teachers realize that we are proposing nothing of the sort. There will be many days when a discussion of career implications is not appropriate and, if inserted, would be distracting and wasteful of time. We are merely trying to convince teachers that this form of educational motivation is one that should appeal to *all* of the students *some* of the time. The fact that it may appeal to some of the students all of the time is something that teachers can deal with as they become better acquainted with their students.

Finally, I find it important to point out to teachers raising this question that our goal in asking them to emphasize career implications of their subject matter is to help students learn more, not less, of the substantive content the teacher is trying to get across to them. If this is done correctly, students should be better prepared for college than were this form of educational motivation to continue to go unused. Our assumption is that if students are made aware of the career implications of their subjects, increased learning will take place. This assumption has already been tested and verified in several classrooms with various groups of students. It can be easily tested in any school. If some teachers remain unconvinced but express a willingness to give this assumption a fair and thorough test, the counselor should be able to arrange the evaluation design required for testing it.

Question Three

My teaching goals are much broader than merely preparing students for work. How can I teach career implications without detracting from other worthy educational objectives?

Teachers raising this kind of question include many who have been exposed to those advocates of career education who are proclaiming that "all education is career education – or should be." That kind of pronouncement brings back memories for many of us who have heard others say that all education is "life adjustment education," or all education is "general education," or all education is "progressive education." The first thing that teachers hearing such pronouncements should understand is that not all advocates of career education are speaking or thinking this way. There are many of us who are sickened by any suggestion that career education represents the single most important objective of American education and who are very indignant when others say that career education should encompass all of American education. I think it is important to remind teachers that when Commissioner Sidney P. Marland, Jr., declared career education as the number-one priority of the U.S. Office of Education in December 1971, he did so without discarding a number of other very important USOE priorities. Commissioner Marland may well be best remembered for his career education emphasis; but this has never been his only concern, his only priority, or his only major contribution to positive change in the American education system.

For my part, I have never contended that all of American education should be concentrated on the goals of career education. I think teachers should understand that we are viewing the goal of education as preparation for making a living as only one of a number of worthy goals of American education. Preparing students to "work" and preparing students for "making a living" cannot be considered synonymous, for a very great deal of the work today's students can look forward to doing carry no economic rewards whatsoever. I try to help teachers understand that preparation for making a living is only part of preparation for living itself.

I also try to help teachers understand that there is nothing new about the contention that American education should be concerned about helping students learn how to make a living. This has been one of the stated goals of American education in every major policy statement on education that has been promulgated on a national basis during the twentieth century. The trouble is, it has been the one goal that has never been successfully implemented in educational practice for all of the children of all of the people. Instead, we have seen a general "school for schooling's sake" emphasis in American education that has made it seem that education is an end in itself. The purpose of the third grade teacher must extend beyond merely readying students for the fourth grade!

Whatever education is, it surely must be viewed as preparation for *something* – that is, the purpose of education cannot be simply education. Whether that "something" is viewed as preparation for making a living, preparation for good citizenship, preparation for home and family living, or preparation for any other prupose is beside the point. In career education we are trying to say that education as preparation for making a living has not received the emphasis it deserves to the present time. We also say that with the increasingly close relationship now existing between education and work, it is an educational purpose that can no longer be ignored anywhere in our system of education.

Question Four

With the current uncertainty regarding the future nature of occupations, the dehumanizing nature of work itself, and the probability of continuing high youth unemployment, is career education's emphasis on education as preparation for work a wise direction for American education to take?

I must admit that I have never heard a classroom teacher ask this question. On the other hand, I have heard many ask various parts of this question and thus have decided to put them all into one. The question, as I have now put it, comes to the very core of the validity of the career education concept itself. First, I try to point out that work, seen as the production of goods and services useful to individuals in society, is essential to societal survival. If we want to enjoy the good life, then we surely have some responsibility to help provide the goods and services that will make it possible. Perhaps we can argue about the *nature* of work, but it seems to me that there can be no argument concerning the *necessity* for work as a vital force in American society. I contend that preparation for work is, in our democratic society, simply part of preparation for good citizenship.

Second, I try to make clear to teachers that the kinds of demeaning and dehumanizing work that they envisage in the traditional sweatshop or factory assembly line is exactly the type now being rapidly replaced by machines being invented as part of the automation and cybernation process. The trends – in this postindustrial occupational society where the vast majority of workers is producing services and where, more frequently, machines are producing the products – are definitely in the direction of giving a humanizing emphasis to work and thus to workers. Further – as more and more of people's work demands specific job skills requiring educational preparation – we are moving toward relatively greater autonomy, and so of humanness, in the degree of direction the worker is able to exert in the performance of his job duties. Work is not becoming – in its basic nature – more distasteful and more dehumanizing. On the contrary, I think all of the major trends point to an emphasis on making work more meaningful and more satisfying to the individual worker. A career education emphasis can make positive contributions toward helping workers themselves speed this process.

Third, I try to emphasize making work a viable part of the personal value system of all individuals as a major goal of career education. The rapidity of occupational change will force many people to make numerous occupational choices during their lifetime. This fact is related to how people *implement* their work values but does not affect the degree to which they *hold* and cherish such values themselves. True, our occupational society is changing at a rapid rate, causing us to emphasize the importance of adaptability on the part of all individuals. This in no way detracts from the fact that at any given point in time the occupational society does have some structure; that if this is the time one seeks to enter that society, he can be helped to see it as it now exists. If our schools would worry more about helping students take the next step after leaving school and worry less about what those students will do in their retirement years, I believe we would be serving youth better.

Finally, there are the teachers who raise questions about current high rates of youth unemployment. This factor can serve as an essential part of the rationale for career education. The most important reason many of today's youth don't have jobs is that they have neither equipped themselves with the kinds of occupational skills society now needs nor acquired the kinds of work values that lead them to seek work as a meaningful and satisfying part of their lives. I am worried, too, about the fact that the ratio of youth to adult unemployment has gone up steadily since 1960. It is a very serious matter and should cause all of us concern. I would strongly contend that our current high rate of youth unemployment represents a basic reason for *installing* the career education concept, not an excuse for *resisting* it.

Concluding Statement

There are of course many other questions teachers are asking about career education. I do not consider them critics of career education. They are professional educators who are concerned about the students they teach and the pruposes of education. I believe the career education movement will thrive and grow in positive ways by having these kinds of questions asked and answered at this time. Given reasonable and reasoned answers, I have great confidence that most teachers will act in a positive and professional manner. If we can't explain career education to teachers in ways that make sense to them, career education doesn't deserve to exist.

15.

Counselors and Career Education

The career education movement has great need for the expertise, commitment, and involvement of the professional school counselor. The counselor should be one of the leaders in career education program development in school systems throughout the country. It would be disastrous for counselors either (a) to attempt to take over the career education movement or (b) to ignore the career education movement altogether. Thus I want the counselor to see himself or herself as deeply involved in career education while simultaneously recognizing that guidance is only part of the total career education movement and that many other persons also have key roles to play. If this is done, both the career education and guidance movements can grow and flourish. If we cannot or will not take an approach like this, both movements will be in deep difficulty in American education. I am firmly convinced that this is true.

A composite of some of Hoyt's many articles on the counselor's role in career education: *SRA Guidance Newsletter* (November-December 1972); "Counselor Competencies Needed in Career Education" (Maryland State Department of Education, 1973); and "Career Guidance, Career Education, and Vocational Education" (remarks prepared for presentation at a meeting of the American Vocational Association, December 1974).

Major Counselor Functions

Counselors will need to provide major functions in at least four broad areas if they are to fulfill their career education responsibilities.

Helping Classroom Teachers Emphasize Career Implications

There are three major counselor functions involved in helping classroom teachers emphasize career implications of their subject matter to students. The first is counselor involvement in basic policy decisions regarding the way in which the general nature of the occupational world is to be pictured in career education. In their counselor education programs, most counselors have had considerable exposure to the Labor Department's system of occupational classification as seen in the *Dictionary of Occupational Titles.* In addition, many are acquainted with such other systems as those of the Census Bureau, Anne Roe, or John Holland. (For those counselors who feel a need to refresh their memories on the major systems of today, I strongly recommend a book, published by Houghton Mifflin and written by Edwin L. Herr and Stanley H. Cramer, titled *Vocational Guidance and Career Development in the Schools: Toward a Systems Approach.*)

The occupational classification system currently being most widely publicized in the career education movement, however, is that devised by the Bureau of Adult, Vocational, and Technical Education of the U.S. Office of Education. This system classifies occupations in fifteen broad clusters, each of which includes occupations ranging from those requiring little or no formal education or training to those requiring advanced graduate degrees for job entry. With so much current education literature oriented round these fifteen clusters, it is essential that the professional counselor carefully study this system and be prepared to consult with others in the school system regarding its nature, implications, and utility in career education.

The second major counselor function involves efforts to help teachers become familiar with the career implications of their subject matter. Many classroom teachers seem willing to incorporate a career education emphasis in their teaching, but they do not know what the career implications of their subject matter are. The counselor – as a collector, collator, and disseminator of occupational information – can and should do much to provide teachers with data that will help them become aware of careers that require a background in their subject matter area. This can best be done by combining the expertise of the counselor in systems of occupational classification with the expertise of classroom teachers in their subject matter areas. This will of course require counselors to devote considerable time to working with teachers both in groups and on an individual basis. Unless this is done on a systematic and comprehensive basis, much misinformation, duplication, and large gaps are almost sure to exist in the knowledge students acquire concerning the career implications of the subjects they are studying.

The third major counselor function in this component involves working with classroom teachers who are ignorant of the career education movement, are reluctant participants in it, or are active opponents of career education. There are at present many teachers in each of these categories.

Helping to Emphasize Vocational Skill Training in Formal Education

As in the first component, I see three major counselor functions involved in helping to emphasize vocational skill training in formal education. The first is as an influencer of curriculum change. Most junior high school counselors have worked with many students who have need of some kind of vocational skill training; yet in school after school, these students must wait until senior high school years to enroll in vocational education. The needs of these students should be emphasized to curriculum planners. Similarly, in the senior high school many vocational education programs are still organized on a limited basis in a three-hour block sequence. Neither the variety nor the flexibility in scheduling is such that it really meets student needs. It is time that the counselor, as one concerned with the needs of all students, spoke out as an advocate of more vocational education – at more levels, with greater variety, and with greater potentiality for students who change their minds – than now exists in many school systems. Vocational education *is* a proper concern of the counselor.

Second, counselors need to become much better acquainted than most are today with the nature and variety of vocational education opportunities that currently exist at both the secondary and post-secondary school levels. With the advent of career education, it becomes essential that counselors move actively to increase their knowledge of possible vocational education opportunities for their students. It is equally important that counselors be able to picture such opportunities to students in ways that will truly enable them to *choose* vocational education if they are inclined to do so. This means that counselors and students must rid themselves of the false perception of vocational education as an alternative for those who cannot succeed in the college preparatory curriculum of the high school or in the four-year college. Rather, vocational education – at both the secondary and post-secondary levels – must be seen by counselors and students as a different *kind* of educational opportunity. The goal here, so far as the counselor is concerned, is to become at least as competent in helping students choose vocational education as he or she is in helping students choose educational offerings leading toward the college degree.

Third, counselors have a major role to play in helping so-called "academic" teachers at the junior and senior high school levels recognize that they too are engaged in vocational skill training. Too many have operated for too long as though they have no responsibilities whatsoever in this area. This is part of the problem of how counselors can help answer teacher questions about career education referred to earlier.

Helping the Business-Labor-Industry Community Engage in Career Education

The business-labor-industry community is seen as contributing to the goals of career education in two major ways. First, it contributes by serving as a setting for observational, work experience, and work study opportunities for students and for those who educate students – teachers, counselors, and school administrators. Second, it contributes by serving as part of the comprehensive efforts of career education to assist students in making a successful transition from school to work. In both of these efforts, the school counselor can and should perform important functions.

If career education is to work, someone in the school must serve as liaison between the school system and the business-labor-industry community. It is this duty that logically could be assumed by professional school counselors. But if it is assumed by a person from vocational education, particularly one who has been actively engaged in such programs as distributive education or the diversified occupations area, academic education counselors should also be involved, for the counselor can hardly avoid involvement in student decisions on whether to enroll in programs calling for work experience, work study, or both.

One of the most common criticisms leveled at school counselors is that they lack recent significant experience in the world of work outside education. The time is right for counselors to take active steps to counteract such criticism by seeking observational, work experience, and work study opportunities for themselves in the business-labor-industry community. To do so holds great potential not only for increasing counselor competency in career education but for building a more favorable image for the counselor in the total community.

Cooperative job placement programs involving the active cooperation of the school, the business-labor-industry community, and the public employment service is an essential part of this component of career education. If career education is to make work possible, meaningful, and satisfying to each individual, it is obvious that appropriate jobs must be found for students leaving school. The total task of job placement will involve many more persons than just counselors. At the same time, unless school counselors see the job placement function as part of their responsibilities, they will be subject to continuing criticism by many persons within and outside the school system.

Most importantly, the professional counselor must accept some responsibility for helping students implement decisions they made in the counseling interview. We have not done our jobs if we consider that our responsibilities end at the point when the student has formulated a plan for herself or himself. We must do better than that. This component of career education holds great potential for emphasizing participation in the total program of transition from school to work.

Helping the Home and Family Participate in Career Education

The home and family component of career education is viewed in three major segments: (1) teaching the values of the home, (2) teaching consumer education in the home, and (3) changing parental attitudes in ways that will support the goals of career education. Although some counselors doubtless will be working in all three tasks, the one that should be common to all counselors is that of parental attitudes. The familiar pattern of counselors finding themselves hampered in their efforts to assist students by parents who insist that "my child is going to college" occurs time after time – even when the student expresses interest in a private vocational school, a post-high school technical institute, or an occupational education program in the community college. For too many years, counselors have used this as an excuse for not working more actively in helping students consider vocational education. Counselors, rather than accepting this parental attitude, must become active agents in changing it in ways that more accurately reflect the kind of occupational society now existing in the United States.

Counselor Competencies Required

These major counselor functions in turn require twenty counselor competencies:

(1) Competency in taking occupational and career information, regardless of the system used in presenting it, and placing all of it into a comprehensive picture of our occupational society consistent with the philosophy and organizational structure of any given career education program

(2) Competency in helping teachers – at the educational level in which the counselor is employed – discover and become knowledgeable about the career implications of their subject matter

(3) Competency in helping classroom teachers – at the educational level in which the counselor is employed – devise, formulate, and execute action plans for infusing career implications of their subject matter into lesson plans

(4) Competency in helping teachers, school administrators, curriculum specialists, parents, and the general public understand the nature, mission, and goals of the career education movement

(5) Competency in helping students view vocational education opportunities at the secondary school level as differing in kind from other educational opportunities available, to a degree that students will be able to make reasoned choices from among all such possible opportunities

(6) Competency in helping secondary school students view various forms of post-high school educational opportunities (including college, occupational education, on-the-job training, apprenticeship, and the Armed Forces) as differing in kind, to a degree that students will be able to make reasoned choices from among all such possible opportunities

(7) Competency in using the resources of the business-labor-industry community as aids to students in the career exploration and career decision-making processes

(8) Competency in using the resources of the total community in helping all secondary school students (who desire to do so) engage in work experience and work study programs

(9) Competency in using the resources of the business-labor-industry community and the public employment service in establishing and operating a part-time job

placement program for secondary school students and a full-time job placement program for school leavers

(10) Competency in helping students, both individually and in groups, engage in the career decision-making process to a degree consistent with students' levels of career development

(11) Competency in helping students, both individually and in groups, become aware of and further develop work values as part of their personal value systems

(12) Competency in helping students, both individually and in groups, better understand their aptitudes and career interests through the use of both tests and nontesting student appraisal procedures

(13) Competencies in career counseling, occupational counseling, and job counseling to a degree that both counselor and client recognize the clear and distinct differences existing among these three possible counseling topics

(14) Competency in using computerized career counseling systems, including those concerned with personal assessment, career information, job data banks, educational data banks, and career counseling

(15) Competency in providing data to parents in such a form and in such a way that parents have a clear and accurate understanding and acceptance of various kinds of educational and career opportunities that can be expected to be available to their children

(16) Competency in communicating career guidance needs (both educational and occupational) of students to curriculum experts and educational decision makers in ways that form a significant portion of the base data required for possible changes in curricular offerings that should be made available to youth

(17) Competency in providing data to those interested in combining racism and sexism in our educational society in ways that will make both educational and career

opportunities more open and available to all youth, regardless of race or sex

(18) Competency in using the services and talents of support personnel in career guidance

(19) Competency in working with counselors from other settings in providing continuing career guidance services to both in-school and out-of-school youth and adults in the community

(20) Competency in establishing sound working relationships with community groups (such as the local chamber of commerce, service clubs, labor unions, and the like) who are interested in and concerned about career guidance and counseling

These twenty competencies are all essential to the long-run success of the career education movement. Of the hundreds of competencies needed in career education, these twenty seem to be those that counselors could logically be expected to possess and demonstrate. If career education programs are to grow and flourish, it is essential that each of these twenty competencies be present and be used in an effective manner. There is no doubt that:

(1) On the whole, development of these twenty competencies is not at present a high-priority item in most counselor programs.

(2) Most professional counselors currently employed do not at present possess these twenty competencies.

(3) While each of these twenty competencies could logically be made a part of counselor education, persons other than counselors will also be actively engaged in acquiring these competencies at various levels and to various degrees.

(4) If counselors are not provided with these competencies, others must be for the career education movement to survive.

(5) It will be easier, because of their previous background, to provide today's practicing counselors with these

competencies than to provide them to most other school staff members.

(6) Some of today's practicing counselors can be expected to lack the interest, desire, and ability to successfully acquire these competencies.

If the six observations above are perceived as possessing an element of validity, then it is obvious that counselor education programs and agencies concerned with certification, approval, and licensing of professional counselors have some hard decisions to make. A long-range strategy that contents itself with massive in-service education programs designed to provide counselors with competencies not made a routine part of counselor education programs would seem, to say the least, grossly inefficient. It would seem that the time has come for the counselor education and career education movements to engage each other in active dialogue with respect to both immediate and longer range steps each feels it necessary to take for purposes of remedying the six observation listed above. We should wait no longer.

This is neither the time nor place to outline specific counselor education course content that will be required if counselors are to acquire the twenty competencies. That task will best be accomplished by the professional staff at each counselor education institution. At the same time, this document would be incomplete indeed if it failed to provide some illustrative questions reflecting the kind of cognitive content that might become part of those counselor education programs dedicated to providing counselors with some or all of these twenty competencies.

Therefore, with the clear understanding that illustrations, rather than a comprehensive listing, are appropriate at this point, the following questions are presented as selected examples of those that counselors possessing these competencies should be able to answer with clear understanding.

(1) What is career education?

(2) How should the case for career education be made?

(3) What is work?

(4) What are work values? How do they differ from work habits?

(5) What distinctions are to be drawn among jobs, occupations, and careers?

(6) What is worker alienation – its nature, causes, and history?

(7) How do concepts of "work" in American society differ from those in other parts of the world and among persons from various cultures in America?

(8) How do career choices differ from occupational choices?

(9) What is known about the psychology of career development?

(10) How should career information be evaluated?

(11) What is the history, philosophy, and current status of curriculum development in American education at the elementary, secondary, and post-high school levels?

(12) What is work experience? What is work study? In what ways are both changing so that they become educational methodologies rather than separate programs?

(13) How can one assess the quality of post-high school education opportunities available to youth?

(14) What is work sample assessment? What varieties exist? How are they used?

(15) What kinds of educational and career choices are available in today's all-volunteer Armed Forces?

(16) What sources of financial aid exist for the needy student contemplating attendance at a post-high school educational institution other than a four-year college or university?

(17) Why is on-the-job training given in some places and not in others? What is a selection ratio? What is a first-line supervisor?

(18) What and why is the "closed shop"? How does one get information about unions? About apprenticeships? How does a worker join a union?

(19) What kinds of career guidance personnel are currently working in nonschool settings? Who are they? How can school counselors contact them?

(20) What is the computerized job data bank of the U.S. Employment Service? How does one get access to it?

These are obviously a very small sample of the kinds of questions counselors are going to have to learn to answer if they are to acquire the kinds of competencies listed earlier. They are presented here only to illustrate – for those who are well acquainted with today's counselors and today's school counselor education programs – how far we have to go in providing counselors with such competencies.

The counselor competencies listed in this document should be regarded as only a first attempt to answer the question: What competencies are needed by counselors in career education? If they serve to stimulate others to devise more comprehensive and defensible sets of counselor competencies, they will have served their purpose.

One final note of caution would seem to be in order. It is hoped that no one will set about to initiate any plan of action designed to provide counselors with some or all of these competencies – or with any others – untill and unless the even harder problems of counselor attitudes and values are considered. Neither of these topics has been discussed here because attitudes and values are not, in and of themselves, properly seen as "competencies." Yet they will determine not only readiness for acquiring competencies, but the practical likelihood of having such competencies, even if they can be acquired, put to effective use in ways that provide concrete contributions to the career education movement. It would seem fruitless to embark on any sizable effort aimed at increasing counselor competencies unless simultaneous attention is paid to questions of counselor attitudes and personal value systems.

The "SS" Challenge to Counselors

Now, in 1974, with career education as part of the law of the land and career education efforts under way in almost a third of all school districts in the United States, there is a simultaneous national interest and concern for improving the quality of both career guidance and vocational education. I submit that causal, not incidental, relationships exist here. The career education movement, with its emphasis on education as preparation for work, has found enthusiastic national acceptance because it speaks to a real need of almost all citizens. Yet the delivery of effective career education is directly dependent on our ability to strengthen greatly both career guidance and vocational education. Unless this is recognized, career education will never work.

Is our primary concern one of building security and status for ourselves or providing services to students? That is the "SS" challenge to counselors. I submit that those who today are asking "How can we promote and develop career guidance?" or "How can we promote and develop vocational education?" or "How can we promote and develop career education?" are all asking questions that can and will often be interpreted as "status and security" questions. It is only when we are willing to ask as our primary question "What student needs exist, and what contributions can we make to meeting such needs?" that a "service to students" emphasis will emerge. It is my deepest personal and professional belief that whenever and to whatever extent we put our own needs above those of students, we have lost our basic reason for being and the justification of our professional existence.

Let us, then, try to think about students and their needs rather than about ourselves and our needs. I am firmly convinced that if we do so, we will get and deserve credit for ourselves. I am equally convinced that if we fail to do so, we will receive and deserve continued criticism.

When I ask myself "What do our students need?" it seems to me that they need career education to operate as a *concept*, career guidance to operate as a *service*, and vocational education to operate as a *program*. I make no claim that my thoughts on these matters are correct, only that they exist. I would like to devote the remainder of this paper to sharing these thoughts with you.

Career Education as a Concept

There are two basic student needs in our culture that combine to form the rationale for career education. The first is the need on the part of all students to recognize and capitalize upon the increasingly close relationship between education and work that exist now and will exist in the future. The second is the need for work to become a more meaningful part of the total life-style of the individual.

Career education seeks to meet these student needs through a combination of both integrative and collaborative efforts. We seek integration within the formal system of education so that education as preparation for work will become both a prominent and a permanent goal of all who teach and all who learn at every level of education. Further, we seek collaboration in meeting these student needs among the formal system of education, the business-labor-industry-professional-government community, and the home and family structure. In all such efforts, the emphasis is on how much help accrues to the student, not on who gets credit for helping.

The key to success of career education is recognition that a wide variety of persons – students, teachers, counselors, administrators, parents, business people, labor union members, church workers, and government workers – have responsibilities to assume and roles to play if career education is to meet the two basic student needs identified here. While maintaining their primary roles, all such persons are made "career educators" by the infusion of career education efforts. This is why, for example, we say that both career guidance and vocational education are key components of career education. True, a career education coordinator is needed to "ramrod," but the key help to students is provided by "career educators," both within and outside the formal education system.

The crucial and critical costs of career education are measured in time, effort, and commitment much more than they are in dollars. It depends upon the expertise and dedication of everyone, not the replacement of anyone. It is a *concept* that demands the presence of *programs* and the provisions of a wide variety of *services*. But by itself, career education is not properly viewed as either a program or a service – as something to compete with, substitute for, or replace any program or service that now exists. Rather, it is best seen as a unifying force that provides a centrality of purpose round which a wide variety of persons can rally and work together in meeting these two crucial student needs.

Career Guidance as a Service

A democratic society is rooted in the opportunity for free and informed choices of its citizens. It is the basic student need for freedom of choice coupled with the need for systematic assistance in reasoned decision making that combine to form the rationale for career guidance. The career guidance movement is rooted in the psychology of career development, the sociology of work in our culture, and the economic necessity of work for the survival of our system of government. It combines assistance in decision making with assistance in implementing decisions that persons have made. The provision of information about both the individual and the opportunities available to the individual is a critical part of the base of career guidance. Equally critical is the provision of expertise and assistance in the career decision-making process. Career guidance has a solid substantive base of knowledge and expertise. Those who acquire expertise in this field, while carrying a variety of titles, are generically included in the professional family of counselors.

Conceptually, career guidance and career education have much in common. That is, both are concerned with *all* students at *all* levels of education and in *all* educational settings. Both are rooted methodologically in the career development process. Both are developmentally oriented, with concerns that extend from the preschool through the retirement years. Both depend for their success upon involvement and assistance from a great variety of persons from a number of disciplines and in a number of kinds of settings. There is, however, one essential difference which, if recognized, makes career guidance be regarded as a *service* and career education as a *concept.* That difference lies in the absolute necessity for career guidance specialists to interact with and provide direct assistance to persons in an individual or group relationship. While, to be sure, the total career guidance process is dependent on the efforts of many parts of society, career guidance must, above all else, be dedicated to providing direct assistance to students by persons with some expertise in this field.

A career education coordinator is charged with encouraging and coordinating the efforts of many persons and segments of society, but not with providing direct, programmatic assistance to individuals. This is why career education is a *concept.* A career guidance specialist, while also counting on assistance from many others, knows that part of her or his job is providing direct professional assistance to students in making and implementing career decisions. This is why career guidance is a *service.*

It is because of the need to provide direct assistance to students that there will always be a bigger need for career guidance specialists than for career education coordinators. Career education coordinators, if successful, will increase greatly the need for career guidance specialists. Career guidance specialists, if properly prepared and professionally assigned, will be crucial adjuncts in the successful implementation of the career education concept. Career education and career guidance need each other, but they are not the same thing; one is a concept, while the other is a service. The essential difference lies in the necessity for providing direct assistance to students. At least this is the way it seems to me at the present time.

Vocational Education as a Program

In the field of education, the word "program" properly implies the concept of instruction – the vehicle of the teaching-learning process – and a body of knowledge and skills which, it is hoped, will be sought by students. Educational "programs" are organized into curriculums, courses, and instructional activities. They depend upon the teacher-student relationship for success. They demand a number of instructional staff members, building space, and instructional tools, equipment, and materials. They are without doubt the most expensive (in terms of dollar investment) part of education. With this description, it should be apparent why I do not wish to view either career education or career guidance as educational *programs*. It should be equally apparent why vocational education is one of several kinds of educational *programs* existing in American education.

The basic student needs to be met by vocational education are, it seems to me, two in number. The first is the need to acquire general career skills that will enable students to adapt to and be adaptable in a rapidly changing occupational society. The second is the need to provide students with sets of job-specific skills that will enable them to successfully make the transition from the world of schooling to the world of paid employment. While in a career education sense these two basic student needs are those of all students and thus the responsibilities of all educators, vocational education has chosen to assume special responsibility for helping those students who do not plan to graduate from a four-year college or university meet these needs. Since this at present is estimated to constitute approximately 80 percent of all secondary school students, it is clear that vocational education has large and growing responsibilities to meet.

Vocational education has suffered for years because of a false societal worship of the value of a college degree. Our total society has suffered and continues to suffer much more because of its failure to provide adequate support to and recognition of vocational education. It will do career education no good to help students want to work if the education system does not change in ways that will enable students to acquire the vocational skills necessary for work in these times. It will do career guidance no good to help students in the decision-making process so long as an adequate variety of vocational education decisions remains unavailable to most students. The rationale for and the future of both career education and career guidance are, it seems to me, directly dependent upon our success in improving the quality, variety, and levels of vocational education that are available to both youths and adults throughout the nation.

Because of the need for expensive equipment, enlarged areas for classroom instruction, and the absolute necessity for close teacher-student relationships, vocational education does cost more than many other kinds of instructional programs. For years the general public, including many professional educators, has been stingy in its support of vocational education and generous in its criticisms. Both career education and career guidance are currently experiencing some success in their efforts to reverse this situation and to gain more support for vocational education. It seems to me that we must all recognize that vocational education is a *program* which is crucial to the success of career guidance as a *service* and to the success of career education as a *concept*. To whatever extent career guidance and career education lose sight of this basic fact, both will be unsuccessful in meeting student needs.

The Price to Pay

I have discussed here a combination of six student needs that are "crying to be met." These include the need to:

(1) Recognize and capitalize upon the increasingly close relationships between education and work that exist now and will exist in the future

(2) Allow the need for work to become a more meaningful part of the total life-style of the individual

(3) Protect freedom of choice for the individual

(4) Provide systematic, professional assistance in career decision making

(5) Acquire general career skills needed for career adaptability

(6) Acquire sets of job-specific skills that can be used in making a successful transition from the world of schooling to the world of paid employment

It is my firm and clear belief that we will meet each of these needs best by keeping all six in mind and as high-priority items on our individual professional agendas. I am equally convinced that to the extent that any of us attempt to meet any one of these needs at the expense of any other, our students will have lost, not gained, by the action.

At the present time, I am seeing two kinds of activities going on, both of which I consider negative for those who seek to serve students. The first, and of least importance, is a matter of semantics. I cannot believe that we are being helpful to students when some of us use the term "career education," others use the term "career development education," and still others use the term "life career development" when we all mean essentially the same thing. We have sufficient "enemies" in various parts of society. For those of us who share the same beliefs and the same goals to argue or bicker among ourselves seems, to say the least, counterproductive to me. I think there are basic and essential differences to emphasize between "career education" and "career guidance," and have tried to indicate the basic differences here. We don't need to create differences that don't exist.

The second kind of activity that currently worries me is perhaps best described as that of "territoriality." It is reflected in those who ask such questions as "Is your field a part of mine or is my field a part of yours?" or "How much money will I get, and how much will you get?" or "Will I be in charge, or will you?" To me, those who persist in asking such questions are worshiping as "SS" needs those that are "security and status" much more than they are "services to students." That, I think, is most unforunate.

My plea is simple and straightforward. I ask that all of us — those in career education, those in career guidance, and those in vocational education — join together in a common concern and a cooperative effort to meet the six kinds of basic student needs I have outlined here. If we can all view career education as a *concept*, career guidance as a *service*, and vocational education as a *program* and, further, if all of us will recognize and acknowledge how greatly we need each other, we will all be more successful in meeting these student needs. After all, isn't that why we exist?

As we do so, we will – it is hoped – see similar strong reasons for both career education and career guidance to be concerned about and involved in other kinds of educational programs. The emphasis in vocational education, as *one* kind of educational program, that is presented here is intended to be illustrative of relationships, not restrictive in focus, concern, or emphasis.

16.

Career Education: Challenges for Counselors

The counselor is a key person in the career education concept. Thus the future of career education will obviously be affected by the counseling and guidance movement. The degree to which counseling and guidance will be affected by career education is neither clear nor obvious. It is the purpose of this paper to provide one view of possible challenges for counselor change posed by career education. It will of course be up to each counselor to decide whether to accept or reject these challenges. I pose them here because each has profound implications for change in the counselor role and function and because, in my opinion, they can no longer be ignored.

Significance of "Work" in Career Education

The concept of work is, in my opinion, central to conceptualization of the entire career education movement. This concept holds several key implications for change in the counselor role and function. I am well aware of the negative connotations that the word "work" holds for many counselors as well

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as for many others in our society at the present time. Thus my first task must be one of presenting a definition of "work" that, it is hoped, will foster more positive attitudes.

Thanks to my critics, I have frequently revised the specific definition of work that I want to use in career education. My current definition is:

> *Work is conscious effort, other than activities whose primary purpose is related to either coping or relaxation, aimed at producing socially acceptable benefits for oneself or for oneself and others.*

They key words in this definition are:

(1) *Conscious* – which means that it is chosen by the individual, not forced on him or her involuntarily (as "labor" is)

(2) *Effort* – which means that some necessary degree of difficulty is involved

(3) *Produce* – which means that some clear outcome is sought as a result of the effort being expended

(4) *Socially acceptable benefits* – which means that the outcome is one aimed at helping, rather than hurting, those who receive the results of the efforts being expended

Several basic concepts are implied in this definition. First, this definition of work is not limited to the world of paid employment. On the contrary, it obviously includes work done as part of one's leisure time, the work of the volunteer, the full-time homemaker, and the student. Second, this definition allows for economic, sociological, and psychological reasons for working to exist singly or in some combination. Third, while in no way denying economic reasons for working, this definition extends beyond such reasons to include the basic human need of all beings to accomplish, to do, to achieve something – to feel that someone needs him or her for something – to know that because he or she lives, the work is in some way and to some degree benefited.

The concept of "work," implied in this definition, is a humanistic one indeed. As such, it is applicable to all persons of all ages in all settings – both within and outside the formal education system. Because the concept extends from the preschool through the retirement years, it is truly developmental in nature. This leads logically to defining "career" as:

> *Career is the totality of work one does in his or her lifetime.*

That, to me, is what the word "career" means in the term "career education." You can see why I must insist that the word "work" is central to the basic meaning of career education. It must also be obvious why I reject a view of career education pictured as being concerned with "all of life."

Several direct implications for change in counselor role and function are immediately apparent to those who recognize the centrality of work in the conceptualization of career education. Perhaps the most obvious is the degree to which the concept of work focuses on accomplishment – on performance. The research literature of guidance has for years clearly demonstrated that the best prediction of future performance is past performance. Yet in typical student appraisal programs, we often seem to have overlooked the operational significance of this common research finding. For example, we know the best single predictor of future grades is past grades. Yet we continue to value various so-called "scholastic aptitude" tests more than we do grades. John Holland has demonstrated that the best predictor of future vocational activities is to ask students about their vocational interests, not measure them with interest inventories. This, too, has had little apparent effect on practices.

One of career education's tenets is that a person is, to a very large degree, a product of his or her past accomplishments and experiences. When we ask an individual "Who are you?" the individual, if responding honestly and completely, tells us primarily about his or her past accomplishments. True, one often begins answering the question by describing his or her characteristics – name, age, physical characteristics, interests, and values. Such descriptions help us differentiate one person from another, i.e., they serve as "identifiers." They do not help us greatly in our attempts to understand the person. We *predict* a person's behavior to a limited degree by the way in which we combine data concerning the person's characteristics. We *understand* another person only through behaviorial expressions. I submit that the emphasis on accomplishments which the word "work" brings to career education holds great potential for counselor use in better understanding those persons counselors seek to serve.

The generalization I am making is that in the past we have put an undue emphasis on *describing* students by their *characteristics* and a relative lack of emphasis on *understanding* students through their *behaviorial accomplishments.* Career education holds great potential for helping counselors correct this imbalance.

Further, I submit that an emphasis on accomplishment, if carried out in a positive fashion, holds great potential for increasing meaningful student self-understanding. I think we have spent too much time *telling* students they are worthwhile and too little time letting students *discover* their own worth through their successful accomplishments. The key word here of course is "success." Our guidance literature is heavily burdened with normative approaches to increasing student self-understanding – with attempting to help students understand themselves through letting them know how they compare with others on some set of norms. The prime approach to self-understanding used in career education is one of helping the student see what he or she has accomplished, not in seeing what he or she failed to accomplish. We emphasize success, not failure.

The generalization I am making is that in the past we have put an undue emphasis on normative comparisons and a relative lack of emphasis on demonstrated success in our attempts to increase student self-understanding. Career education challenges all counselors to correct this imbalance.

Finally, I submit that the emphasis on "work" found in career education holds great potential for helping individuals discover a personal meaning and meaningfulness of work in their total life-style. Too often in the past counselors have spoken to students about "work" only in terms of the world of paid employment. Broader life-style implications, when discussed in conjunction with occupational decisions, have too often failed to consider either the desirability or, in many instances, the necessity many individuals have for work during part of their leisure time. This is particularly tragic for those individuals – and there are many – who find their roles in the world of paid employment so dehumanizing that it could not possibly be called "work." Instead, it must surely be regarded as "labor" – as primarily an involuntary set of activities the individuals endure in order to gain enough economic benefits so that they find some happiness when away from their place of paid employment.

I submit that those who find themselves in such dehumanizing roles in the world of paid employment have no less a human need for work than does any other human being. There can be no meaningful discussion of occupational goals without including a discussion of the meaning and meaningfulness of work in the total life-style of individuals who find their paid jobs and their total life-style largely lacking in significant personal meaning. That, I am afraid, is what has happened much too often.

The generalization I am making is that in the past we have put an undue emphasis on work only in the world of paid employment and a relative lack of emphasis on work as a positive part of an individual's leisure time. This, then, is a third imbalance that career education challenges counselors to correct.

Significance of "Action" in Career Education

Career education is action centered and experience oriented. If you have read the career education literature, you must be impressed by the emphasis on such expressions as "hands on," "work experience," "field trips," and "work study." Its emphasis on the project approach and on a general "learning-by-doing" emphasis has reminded many of the philosophy and the recommendations made many years ago by John Dewey. Insofar as this *portion* of career education is concerned, there is justification for the analogy.

This approach seems to have great appeal for the "now" generation of students. Rather than talking about the future in abstract terms, they are experiencing what it would be like if, as adults, they were to engage in various forms of work. Because of the implications such activities hold both for increasing student self-understanding and for decision making, it would seem worthwhile for counselors to consider becoming actively involved in helping students gain such experiences. Perhaps it is time, as one student said to me, for counselors to "spend less time giving me sympathy and more time giving me help."

If counselors were to accept this challenge, they would be spending relatively less time collecting and filing standardized test score data and relatively more time in helping to design and use performance evaluation measures. They would spend less time talking with students about their need for part-time work and relatively more time in helping students find it. They would spend relatively less time helping students gain admission to college and relatively more time helping students decide what they plan to do after they leave college. That is, going to college would not, for most students, be a way of avoiding work but rather a way of preparing oneself for work. It would put a purpose in college attendance that at present is largely nonexistent for many of our so-called "college-bound" students.

I submit that the action orientation of career education calls for more "action-oriented" counselors. I further submit that if counselors were to change in this direction, they would be perceived by students in a more positive light. In asking counselors to consider this kind of change, I am simply asking that we reflect on Maslcw's needs structure and consider its implications for change in counselor behavior. If we think about this carefully, we may discover that we have spent relatively too much time in attempting to meet student self-actualization needs and relatively too little time meeting their prior needs for survival and for security.

Significance of "Collaboration" in Career Education

A third basic emphasis in career education is one of collaboration of efforts both within the formal education system and among that system, the business-labor-industry-professional-government community, and the home and family structure. Much of the rationale and organizational structure of career education is based upon this basic principle of collaborative, not merely cooperative, effort. It is an emphasis that places high value on the total amount of help made available to any given individual and a relatively low value on assigning specific persons or organizations "credit" for such help.

This emphasis asks those teachers we call "academic" and those we call "vocational" to join together in making education *as preparation for work* both a prominent and a permanent goal of all who teach and all who learn. It encourages a project approach to teaching that allows several teachers to be involved in a single project. It encourages having resource persons from the business-labor-industry-professional-government community visit the classroom. It also encourages the active involvement of parents in exposing youth to work values, in teaching good work habits, and in assisting youth in career decision making. It urges the classroom teacher to discuss the career implications of subject matter and to help students explore both the nature of various kinds of work and student aptitude for such work as regular classroom activities. In short, the career education movement has proclaimed that career guidance, in its fullest sense, is the proper business and concern of the entire school staff, of the business-labor-industry-professional-government community, and of the home and family. By doing so, career education has denied that career guidance is the exclusive responsibility of the counselor.

Counselors can of course choose to react to this emphasis in a variety of ways. Some may very well react negatively by asserting that career guidance is one of the unique roles of the professional counselor. Others may react by pointing to the obvious lack of both skill and understanding in career guidance present on the part of many who work in career education. Still other counselors may, when faced with a career education program, profess to be disinterested in career guidance and busy themselves with other kinds of activities that they consider to more properly fit their role.

I submit that the most appropriate and productive role counselors could play is to enthusiastically endorse and enter into the collaborative efforts of the career education movement. I think counselors should be actively seeking to help teachers discover and infuse career implications of their subject matter into the teaching-learning process. I think counselors should be active participants in establishing and engaging in collaborative relationships with persons from the business-labor-industry-professional-government community. I also think counselors should seek to actively involve parents in the career decision-making process. In short, I think counselors will gain most if, instead of proclaiming career guidance as their "unique" role, they share their expertise in career guidance with all others involved in the career education program. Counselors will, in my opinion, gain more status and acceptance by sharing their expertise than by "hoarding" it.

This would of course demand that counselors give a higher priority to career guidance than many now do. If this happens, I submit that both students and parents will be happier with counselors than many now are. It would demand that counselors spend relatively less time in their offices and relatively more time working directly with teachers. If this happens, I submit that counselors would be better accepted as members of the school staff. It would demand that counselors spend relatively more time outside the schoolbuilding interacting both with parents and with members of the business-labor-industry-professional-government community. If this happens, I submit that students will in the long run receive more and better career guidance than if the counselor tries to be the primary person helping students in this area. Finally, I submit that the need for elementary school counselors will become clearer to school boards everywhere and that the number of such counselors will increase.

In short, I view career education's call for a collaborative emphasis as one holding high potential for increasing both the acceptability and the effectiveness of the professional counselor. I do not see negative results for the guidance movement if this direction is followed.

Concluding Remarks

This paper has been purposely limited to challenges for future change that the career education movement poses for counselors. It seems mandatory to conclude by concentrating briefly on the appropriateness of such a limitation at this time.

To those who would prefer to wait, in discussing the counselor role, until we know for sure whether the career education movement is going to survive, I say that by the time that answer is known, it will be too late. I do not know if the career education movement can survive without the active involvement and commitment of the counseling and guidance profession. I do know that if it survives without that involvement, it will be because it has been forced by necessity to find other kinds of personnel to do what we are now asking counselors to do. The long-run implications here are obvious.

To those who would try to proclaim that career guidance is part of the unique role and function of the counselors, I say they are living in the past and, professionally, are already dead. The days of educational isolationism are, in my opinion, gone forever. Relationships between education and the larger society become closer each year. We have reached a point when we must abandon the false assumption that the best way to ready students for the real world is to lock them up inside a schoolbuilding and keep them away from that world. It is, to me, not a question of whether the counselor must become involved in activities outside the school. Rather, the question is one of the kinds of activities in which the counselor will be involved. In my opinion, career education is the most viable option now available to school counselors.

To those counselors who may be inclined to claim the career education movement as their own, I say they have missed the basic point of collaboration inherent in the career education concept. True, viewed as a *process* consisting of career awareness, exploration, decision making, preparation, entry, and progression, career education and career guidance have much in common. When viewed as a collaborative *program effort*, they do not. Career development, like vocational education, is properly viewed as one programmatic component of career education. Career education is no more a simple extension of what in the past has been known as career development than it is of what has been known as vocational education.

To those who profess no interest in either career guidance or in career education, I say they should study carefully reactions of students, parents, and the general public to recent public opinion polls concerned both with counselors and with career education. In my opinion, these polls are clearly supporting both the career education movement and the counselor's deep involvement in that movement. While of course such polls are no suitable substitute for professional decisions made by counselors, it seems to me unwise to ignore them.

The career education movement and the guidance movement are both faced with crucial decisions regarding future directions. It seems to me that both have much to gain by joining forces. I hope that it seems that way to some of you.

17.

The Vocational Educator's Role in Career Education

Author's note: Please note the date this paper was presented – 1971. It should be obvious to all who have observed events since then that I was unsuccessful in "selling" this point of view to the American Vocational Association. I hope that this is seen as my fault and not the fault of AVA. If readers examine the AVA proposed legislation for 1975, it will be obvious that *some* of my pleas have been heard and responded to by the American Vocational Association over the last four years. The Assocation has been of great help to career education.

No issue exists regarding whether career education will become an important part of American education. It already is. Similarly, no real issue now exists regarding the basic concepts involved in career education. General agreement has already been reached on points such as the following:

(1) Career education represents only a part of American education.

(2) Vocational education represents only a part of career education.

(3) Career education exists for the benefit of *all* students and is not restricted to vocational education students.

Address presented to the American Vocational Association Task Force on Career Education, Portland, Oregon, December 2, 1971.

(4) Career education represents a process that begins in the prekindergarten years and continues through all of adult education.

(5) Career education involves the concerted efforts of the total community.

(6) The basic nature of career education revolves round efforts to make work meaningful, possible, and satisfying for all individuals.

These remarks are predicated on the assumption of such basic concepts.

Given this simple conceptual framework for career education, the basic issues facing the American Vocational Association center, it seems to me, round the formal stance and strategy AVA should now adopt to help implement career education as a vital and continuing part of the American education system. There are five basic issues that I would like to identify.

Issue One: Basic Curricular, Organizational, and Structural Changes in Education

First, AVA must face up to the question of how deeply it wants and intends to become involved in changes in American prerequisites for the successful implementation of career education as part of the total education system. I am speaking here of changes that have implications far beyond those involved in career education. Such changes hold potential for positive progress in a variety of educational goals involving such diverse objectives as the acquisition of basic educational skills, education for wise use of leisure time, citizenship education, home and family education, and consumer education, as well as for the objectives of career education per se. AVA could of course ignore positive suggestions for change and join those who are declared foes of general education. This would, in my opinion, be most unwise. I believe we must face this issue of basic changes needed in American education.

A few examples of the kinds of basic educational changes I have in mind may help illustrate both the nature and the seriousness of this issue. One such change lies in the need to substitute educational performance for length of time as a criterion for educational accomplishment. Until this change is made, the old Carnegie unit concept of measuring educational accomplishment will prevent many students – especially those in the college preparatory curriculum – from having a real opportunity to choose vocational education, to participate in work experience or work study programs, or to otherwise explore in an adequate fashion their vocational interests and discover their vocational aptitudes.

A second example lies in the necessity for creation of a true open-entry/open-exit system for all of American education. American education desperately needs to be changed so that education as preparation for work can be meaningfully combined with work itself. To do this demands a system that views education as a continuing, lifelong process and thus makes the term "school dropout" have little if any operational significance.

A third example lies in the need to make American educational institutions a twelve-month operation, open somewhere near six days a week, eighteen hours a day, and available to both youth and adults in the educational community. A fourth example is found in the need to devise and implement ways of granting educational credit leading toward certificates, diplomas, and even degrees for educational benefits obtained from learning that takes place outside the four walls of an educational institution.

Finally, a fifth example is seen in the need to adopt a broad view regarding qualifications of those certified to teach in our educational institutions – a view that recognizes both the "school of hard knocks" and the "school of hard work" along with the "school of hard books" as part of our total education system. Such recognition would immediately qualify many for instructional positions in our formal education systems who are currently excluded and would, additionally, make clear other educational requirements for those now in the traditional educational "establishment." This would of course place most educational personnel on a twelve-month employment basis rather than the traditional nine-month system that currently exists.

Each of these kinds of educational changes will be necessary if career education is to become a continuing and important part of American education. Without them, career education will, I fear, be a bold and flashy experiment with a very brief life span. While each of these changes appears to be on the horizon for American education, no large segment of American education has yet championed them to the degree required for their widespread adoption. Those who champion them will pay a heavy price in terms of immediate criticism and in terms of dissipation of energies devoted to any single part of American education (such as vocational education). The rewards to be gained are those of assuming a leadership role in American educational policy making – including a leadership role for career education. Should the AVA attempt to provide such a role? To keep silent on issues such as these in AVA policy statements on career education would avoid many current problems for AVA and for the vocational education movement. It would also leave other parts of the educational community to assume the leadership role. It seems to me to represent an issue that AVA must at least consider.

Issue Two: The Importance of Separate Identity in an Integrated Structure

There seems little doubt but that vocational education will be viewed as only a part of career education. Similarly, there is little doubt but that career education legislation will be introduced in the Congress. Such legislation will provide authorization for expenditures of funds for a variety of purposes, including elementary school curricular materials, work experience opportunities for all classroom teachers, subsidies to business and industry for their participation in career education, funds for comprehensive programs of career development, and funds for vocational education programs in a variety of settings and at a variety of educational levels.

To what extent should AVA adopt a policy of actively supporting comprehensive career education legislation? To what extent should AVA efforts be limited to supporting the vocational education component of career education? Should AVA efforts be directed toward assuring categorical support for vocational education within a total career education legislative package? When will AVA support the systematic collection of data required for legislative efforts?

No bona fide attempt to attain integration in any social enterprise succeeds when it attempts to mask individual differences existing among those things and persons to be integrated. Rather, true integration is best attained by emphasizing the unique importance of each part of the whole and the social necessity for their association with one another. To what extent should AVA efforts be directed toward emphasizing the uniqueness of vocational education as opposed to emphasizing the degree to and the ways in which vocational education fits in the total package of career education? This is the basic strategy issue involved here. It has no simple answer. Yet it cannot be ignored in formulation of any AVA policy statement on career education.

Issue Three: Broadening the Goals and Definition of Vocational Education

Career education is being pictured as important for all students at all levels of American education. If elementary teachers are to emphasize career implications of the substantive content they seek to help students learn, those teachers must themselves become familiar with the nature of these career implications. It seems likely that vocational educators will be called upon to provide some of this knowledge. If all junior high school students are to engage in vocational exploration activities, it is obvious that vocational educators are going to have to participate actively in these kinds of learning activities for many students who will never be enrolled in formal vocational education programs. If senior high school students in the college preparatory curriculum are to see and understand the career implications of their studies, vocational educators must be ready to help academic teachers acquire the knowledge, experience, and insight necessary for imparting such understandings to students.

Should vocational education be redefined to include all activities in which vocational educators engage? Should preparation for job entry continue to be *the* prime goal of vocational education? Can vocational education take place in the elementary school? If it cannot, then what are those activities designed to expose elementary students to basic vocational skills to be called?

These represent only a few illustrations of the basic issue involved here. The issue, stated in a slightly different way, boils down to this: If it is granted that career education is pictured as a broad concept of which vocational education claims only that part related to preparing specific students for specific occupations or families of occupations, this leaves very large segments of career education to be assumed by others who are currently less well qualified than vocational educators. If vocational education tries to assume too much of career education for itself, then career education will be viewed as synonymous with vocational education and no really significant educational progress will have resulted. Where is the desirable middle ground on this issue? Where should AVA stand? Again, we find a hard and complicated issue that must be faced and resolved. It will not just go away if we ignore it.

Issue Four: Making Vocational Education a Viable Opportunity for All

Relatively speaking, vocational education is currently the most advanced of all components in a comprehensive career education program. Yet in terms of really meeting the needs of all persons of all ages in all communities, vocational education still has a very long way to go.

To recognize the crucial role of vocational education in career education is much more a matter of being realistic than it is of being egotistic at the present time. There is only so much to be gained by helping all students reach the point where they see work as desirable, where they formulate positive concepts of themselves as prospective workers, where they want to work, and where they seek to work. All of this is of little value unless such students are also given the opportunity to acquire specific vocational skills that will allow them to enter and successfully compete in the occupational world. Vocational education is charged with providing such skills. Without vocational education, career education becomes nothing more than a combination of eighteenth century romanticism and nineteenth century idealism. It must be more than this to survive.

The current structure of vocational education itself will require great change if the goals of career education are to be met. The days of the three-hour block instruction limited to eleventh and twelfth graders who have successfuly endured ten years of college prep-oriented public school education are over for vocational education. There are hundreds of thousands of junior high school students ready for vocational education right now. Thousands of special education students will become societal liabilities unless vocational education agrees to provide them with appropriate vocational skill training. Many prospective college students find themselves deprived of the opportunity to participate in vocational education for only the one hour or so per day they can devote to such study. Literally hundreds of thousands of high school youth cannot participate in cooperative work study programs and still pursue their other educational interests.

Relatively few students at any educational level have access to truly comprehensive programs of vocational education. Far too many vocational education curriculums, at both the secondary and community college levels, are formulated based on local labor market needs rather than a comprehensive view of occupational training needs. No state in the Union has failed to create at least one state university supported by state funds and open to students from all corners of the state. Yet an analogous pattern of state-supported residential vocational schools operating at the post-high school level does not exist as a nationwide pattern.

Private vocational schools operating at the post-high school level are growing and flourishing, due largely to the myopic view taken of the proper charge for publicly supported vocational education. Such private vocational schools currently enroll more than double the number of students enrolled in occupational education programs in our community colleges. Yet the private school is ridiculed and the community college is praised. No real progress can occur under such conditions.

Career education, it has been said, represents a movement whose time has come. If this is true, then it is even more true that vocational education represents a part of career education that deserves and demands great expansion and even greater change in the years just ahead. If this does not occur, then career education's time will be short indeed – it will have gone before most people realize that it came!

How can AVA support the total concept of career education and still give proper emphasis to the current great need for strengthening and improving vocational education? Is this where the AVA emphasis should be placed? Should AVA concentrate primarily on the great changes needed in vocational education and leave the rest of career education to those in other fields? Again, this is an issue of balance of effort. Where are the priorities?

Issue Five: Protecting Individual Freedom of Choice

Those promoting the concept of career education have repeatedly emphasized the ways in which and the extent to which career education increases the number of educational options available to the individual student. Yet vocational educators, perhaps more than any other members of the educational community, are painfully aware of the fact that to make more choices available to students in no way guarantees that better decisions will be made. To *choose* implies that alternatives will be pictured as differing in kind rather than in terms of innate or general quality. To have alternatives represent choices demands that the question of the "best possible choice" be a highly individualistic matter with the "best" choice for one student being the "worst" choice for another.

Furthermore, vocational educators are fully aware of the fact that choices are not made simply on the basis of information. If that were all that is involved, computers could make choices for people that are much better than those that people could make for themselves. And we know that this is not true.

The total concept of career education, involving as it does an almost "cradle-to-grave" or "womb-to-tomb" emphasis, inevitably raises the Orwellian specter of manpower manipulation, of fitting people into slots, and of placing the societal good above the individual good. Those who would participate in expanding the variety of choices available to the individual must also accept responsibility for helping individuals choose wisely from among all such opportunities made available to them.

AVA cannot, it seems to me, avoid this responsibility in its policy position on career education. Such a policy position must include strong statements of support for guidance and counseling. So-called "career guidance" is of course only a part of a total guidance program. Many, because of their disillusionment with current guidance practices, are promoting a dual guidance system concept. The AVA Board of Directors has already adopted a policy statement supporting a unified guidance program rather than a separate system of career guidance. There is no doubt that current guidance programs are not yet ready to assume the responsibilities career education will demand. What should be the AVA position on this matter? Should AVA support a separate system of career guidance? Should AVA continue its support of a unified guidance program? Again, there are no simple answers to these questions. Yet they must and will shortly be resolved in American education. AVA can ill afford to stand mute on the basic issues involved here.

Concluding Statement

Through being identified as a part of career education, vocational education has suddenly acquired a number of new bedfellows, most of whom are practically complete strangers. In such a situation, it might be said that agression is the better part of valor. In my opinion, AVA should, in the interest of all of American education, adopt a positive and an aggressive policy statement on career education. I hope that some of the issues raised here will be considered and resolved in that statement.

18.

Career Education and the Employing Community

The career education movement seeks to make major changes in the American education system without the infusion of massive amounts of new educational monies. To effect major change in the absence of large amounts of new money demands a powerful concept indeed, and one whose need for implementation is obviously great. Career education certainly qualifies as such a concept. As with any call for major change in education, career education has met with considerable resistance on the part of many educators. At this time, it seems clear that career education will not survive long if it has to depend solely upon initiation of change by educators alone. American education badly needs the kind of impetus for change that can best come through the expression of a need for change from the business-labor-industry community.

The career education movement holds great potential for creating changes that will make education more relevant and responsive to the current and projected needs of our free enterprise system. It is a movement that can be effectively converted into reality only with the full support and partici-

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From "Career Education and the Businessman: A Handbook of Action Suggestions," as proposed by participants at the First National Conference on Career Education, sponsored by the Chamber of Commerce of the United States, February 28 to March 1, 1973.

pation of the business-labor-industry community. Education in these times cannot be accomplished solely within the walls of the established schools. The real world of work outside the formal education system must quickly become a part of the total system of American education. Career education represents a movement that seeks to make this happen. The following ten concepts represent areas of useful interface between the education world and the world of work inhabited and shaped by employing institutions and labor organizations.

Concept One: Exchange Programs between Employers, Labor, and the School

It has been proposed that exchange programs be initiated whereby schoolteachers, counselors, and administrators would spend anywhere from a few days to a few months working for pay outside education and that business-labor-industry personnel be invited to spend some time teaching their occupational skills to high school students and adult education students. This proposal assumes that:

(1) School personnel often lack an understanding or appreciation of the world of work outside education. Many have never worked outside the school. If educators are to teach students about the broader occupational society, it is essential that they actually *experience* what it is like to work in the free enterprise system.

(2) Business-labor-industry personnel have many things to teach students about work that today's teachers are not equipped to teach. In addition, some occupational skills needed by today's students aren't taught in public schools, but could be taught by workers possessing such skills.

However, these concepts incorporate several problems. For instance, who should pay educators for the work they do in the business-labor-industry setting? Do jobs exist that would provide educators with the kinds of experience they need and still have a short enough training period so that educators could be productive on such jobs? Could industry afford to release skilled personnel and equipment to schools part of the year for training either in schoolbuildings or at the actual work site? Should teacher certification requirements by changed so that business-labor-industry representatives could be employed part time as teachers? A beginning could be made by integrating (a) persons with occupational skills who are willing and can be released for a time to teach in the schools, and (b) occupational skills (such as math, typing, and so forth) possessed by school personnel that industry might need.

School personnel could become more involved in working with industry on such things as BIE (business-industry-education) days or Junior Achievement programs. Exchange programs will work best when a specific need exists on the part of either the schools *or* industry for skills the other might possess. It is unrealistic to expect that each will need the other at the same time. However, both should and could be flexible enough to respond to needs of the other for personnel. Exchange programs will work better if both schools and industries set up internal teams to work with persons who come to them on an exchange basis. An exchange program can be initiated by assigning one personnel specialist from industry to work, for example, with one elementary school. That employer respondent could help all teachers in the school incorporate career implications into their teaching. Teachers could then be assigned, on a rotating basis (a few weeks at a time for each), to the personnel department from which the industry person came.

Concept Two: Field Trips

Career education advocates have proposed that extensive field trip programs be developed so that students (and their teachers) from kindergarten through twelfth grade have a wide variety of opportunities to observe workers actually performing in various kinds of occupations and work settings. In the elementary school, students could learn to appreciate work and the necessity for work. In the junior high school, they could see occupations in each of the fifteen USOE occupational clusters. In the senior high years, students would observe workers in their tentative areas of occupational choice.

Students can't learn about the world of work only from textbooks; they need to see work being done at the work site. Most students will enter jobs in the geographic area where they are growing up. Thus it is important that they learn about work in that area. Teachers also can acquire much-needed information about occupations and implications of their subject matter for those occupations by taking students on field trips.

Careful planning is necessary, however. Industry must coordinate field trips so that some work settings are not so bothered as to hamper productivity while others never have visitors. Industry and school personnel must work together to ensure that new learnings result from such field trips and repetitive duplication of students' experiences are avoided. Plant safety requirements and insurance rates may be a problem. In some cases, it may be necessary to have small student committees, rather than entire classes, make field trips.

Before field trips are taken, the school and the business or industry to be visited should *jointly* agree on *objectives* to be sought by the field trip. Too many field trips take place where school officials don't know what they are looking for and industry doesn't know what to show them. Industries should be encouraged to set up community resource workshops for teachers. In such workshops, teachers could be made aware of what the industry has to offer during a field trip, who the contact person is, and special provisions that need to be made before students are brought in on a field trip. There could also be established a community resource occupational bank which would list occupations and industries willing to be involved in field trips for youth, perhaps under the direction of the local chamber of commerce. Such a data bank should contain a description of the experiences possible on a field trip and the name of a specific industry person to contact for making field trip arrangements. At best, however, it is too expensive for industry to service all students through field trips. Video tapes could be made by some students who could play them for other students in lieu of their actually visiting an industry. If industry representatives could be present in the school to "rap" with students who have watched the video tapes, the tapes might be as effective as field trips. Such feedback after field trips is essential in any event so that students can raise questions regarding what they saw on the field trip.

Concept Three: Work Experience for All

Needed is some systematic means to ensure that no student leaves high school without some actual work experience, paid or unpaid, or without actually knowing the rewards and satisfactions that can come from work. Too many students are now passing through our schools who have never worked outside the classroom. They find themselves forced to make occupational choices before they even have experienced what it is like to work regularly and for pay.

High school students typically make some tentative occupational choices. By having a chance to work in settings where that occupation exists, they will acquire a more realistic basis for the choices they have made. Students in the general curriculum need work experience even though they are not acquiring specific job skills in vocational education. Vocational education students need work experience even if it is not in the field for which they are being trained. If prospective college students acquire some work experience while in high school, they will be more motivated to think about college as preparation for work. In addition, they will gain more respect and appreciation for persons whose work does not require college attendance. Finally, they may be more motivated to work while going to college.

There are problems for this concept, of course. Is it realistic to think enough jobs, paid or unpaid, can be created so that *all* high school students can get some work experience? Is that work experience to occur during or after school hours, or in the summer? Should work experience be *required* of all students, or should it be offered as an elective? Should student workers be paid? Will there be problems from high school work experience programs replacing full-time employees?

If the work experience is to be a realistic replica of the working world, some type of reward system must be established for students who participate in a work experience program. The reward could be in the form of money, or students could be paid in academic credit. It would be unwise to *require* work experience for all high school students. It will be difficult enough for industry to provide meaningful work experience for students who want to learn what it is like to work. It would not be feasible for industry to take, in addition, responsibility for motivating the student who does not want to work. Work opportunities can be made available in the public as well as in the private sector. The private sector alone cannot be expected to provide enough work stations, and realistically, public jobs are as much a part of the real world as private jobs.

One work station could serve several students on a rotating basis, with each student working, say, only two hours a day. In addition, if each was expected to undergo the work experience for only part of the school year, it might be possible that one work station might effectively serve up to twenty students. Some provision should be made for rotating work stations to which students are assigned so that they gain different kinds of work experience. If these are adequately described to students, they could elect different kinds, as they now elect different subjects in school. Labor laws which prevent employment before sixteen years of age may be a problem, but the promise of work experience after sixteen may help keep youth in school.

Concept Four: School-Industry Job Placement Programs

Some have suggested that every high school and post-high school educational institution build, in cooperation with the business-labor-industry community, an aggressive job development and job placement program. Career education will be a farce if it succeeds in helping youth want to work, gives them the skills required to work, but fails to help them find work when they leave school.

Despite this need, existing facilities for youth job placement are not adequate to meet the needs of youth for work and the needs of employers for qualified applicants. Both employers and school systems would have much to gain from cooperative efforts to establish an aggressive and effective job placement program. Motivation should be present.

Among the crucial decisions to be made are the following:

(1) Could and should a placement data bank – containing current, valid data regarding both job seekers and job vacancies – be established and maintained?

(2) Should the federal or state employment service be asked to participate in the program? To operate it? To coordinate the program? To pay for it?

(3) Should schools and the business-labor-industry community share the costs of the job placement program?

(4) Who is responsible for the student who, after leaving school, can't find a job?

Giving the schools placement responsibility does not necessarily compete with or displace the public employment service. It can be a cooperative endeavor using employment service staff, capability, and facilities.

Each school system should have a central placement office, with satellite centers in each school within that school system. Data concerning job applicants should be fed from the satellite centers to the central placement office and from that office be made available to industry. Similarly, job vacancies from industry should be fed through the central placement office to each satellite center. The local chamber of commerce could, in cooperation with the school system, act as a record center from which information from job applicants could be made available to employers. Such records should indicate the abilities, goals, and aspirations of each student seeking full- or part-time employment. School counselors could collect such information from students who seek employment and transmit it in accurate form to a placement office at the local chamber of commerce.

Concept Five: Establishing Occupational Resource Persons from the Business-Industry-Labor Community

Many career education programs, through both parental and local civic associations, have established large lists of workers from a wide variety of occupations. Each worker has volunteered to respond, through either phone calls or personal contacts, to requests that come from students, teachers, or counselors for information about his or her occupation. In addition, some volunteer to present information and answer questions before groups of students in the classroom. Workers are the most valid source of information about life-styles involved in occupations. It is better to find out what an occupation is really like from one who is in it than from an article describing it. Employed workers who are successful in their jobs can serve as effective models for youth. Many employed workers will be willing to volunteer their efforts to help youth make more intelligent vocational choices.

Problems will exist in selecting the right workers and training them to perform this service. To make the experience realistic and unbiased, both workers who are happy and those unhappy in their occupations should be on the list. Yet the latter may be reluctant to participate. Because it is not practical to maintain resource contacts in every occupation, choices must be made. Employers will have to be persuaded to allow employees time off to speak to students in schools. Many of these contacts will result in students asking to see the worker at the job site, depending again upon employer cooperation. (As examples, Portland collected names of specific workers from 176 different occupations representing 95 percent of all Oregon occupations. Schools were given this list and can call on any of these people. In Los Angeles, chief executive officers from a number of industries formed an executive committee to establish a climate that encouraged volunteers for the occupational resource program. Worker volunteers had to feel that their company supported them and was willing to provide them time to participate.)

A number of occupational resource persons from each occupation needs to be recruited for this kind of program to work. You can't keep calling on the same person time after time. Some feedback system is essential so that occupational resource persons can learn how to function more effectively. Such a system will also provide for replacing ineffective occupational resource persons. You can't expect all of your volunteers to be successful when they try to relate with students and teachers in the school setting. Occupational resource persons from industry need to be trained to perform this function. Their training must enable them to discuss life-styles associated with their occupations, as well as to have the ability to describe the work they do and the preparation required for it.

A program calling for occupational resource persons from industry to visit in schools requires a central organizational structure. The local chamber of commerce might provide this central organization or it could come from a consortium of employers. The school system, too, needs a central organizing agency for this program to work. Both schools and industries need to have contact persons who can be called quickly when problems or questions arise.

Concept Six: Community School Staffed by Business-Labor-Industry Personnel

The year-round high school seems essential to many advocates of career education. Under this concept, school facilities would be open sixteen hours a day, six days a week, twelve months each year, and would enroll both youth and adults. Advantages inherent in this concept include:

(1) Students could choose their school hours, based in part on when they could get work experience or work study arrangements in the business-labor-industry community.

(2) Business-labor-industry personnel could teach in the school program without losing time from their regular jobs.

(3) Academic teachers could get work experience in industry on a staggered basis since they would be employed on a twelve-month basis.

(4) Students would be graduating each month during the year (rather than only in June), which should make job placement easier.

Schoolbuildings are too expensive to be used only part of the day or part of the year. Putting teachers on twelve-month rather than nine-month contracts would be more efficient, and in the long run would save taxpayers money. If public schools took more responsibility for adult education and the education of current out-of-school youth than is currently being done, the cost of running remedial manpower programs would be much reduced.

Personnel from business, labor, and industry are capable of teaching their vocational skills to others. The questions are:

(1) Is industry ready to support the concept of the year-round school? Initially, it might mean higher taxes. It certainly would demand full cooperation from business-labor-industry management in making available both equipment and personnel.

(2) Is there a place for industry's effort to upgrade and retrain workers in the concept of the year-round school?

(3) What would be the public's reactions to find students on vacation at various times during the year, or to find some students going to school at night instead of during the day, or to see some classrooms that contained a mixture of high school students and adults?

To sell the concept of the year-round school, many groups – including the local chamber of commerce, service clubs, the PTA, and industry advisory councils – will need to cooperate. If the pressure for the year-round school comes from such a coalition, school boards will be forced to listen.

The year-round school concept involves many headaches and tough administrative problems. Different children from the same family will require similar schedules so that their vacation periods coincide with those of the parents. Many schools will have to be air conditioned. Higher education would have to alter its patterns of admission and graduation to coincide with those of the high schools – and that isn't practical unless most high schools are operating on a year-round basis. Great flexibility would have to be built into student schedules so that the constant comings and goings of students would not interfere with the development of any particular student. These are but a few of the practical problems to be faced.

Yet the year-round school will be essential if work experience programs for all high school students are to become a reality. It will be equally essential to the success of a youth job placement program.

Concept Seven: Using Retired Workers as Resource Persons

Several career education programs have placed great emphasis on using retired workers as resource persons for career education. They have identified such persons from a wide variety of occupational fields. Once identified and their help solicited, such persons meet with students, teachers, and counselors to discuss their former occupations as it might apply to today's students. They talk about the work values that are meaningful to them, demonstrate the specific vocational skills they used on their jobs, and express their personal opinions regarding their former occupation and the life-style it led to.

Retired workers have a strong need to continue feeling useful and valuable. To ask them to participate in career education offers them a way to enhance their own personal feelings of self-worth and provides students with valuable insights regarding life-styles associated with various kinds of careers. Even if the skills of the retired worker are no longer in demand, students can learn much from such workers regarding the values of a work-oriented society. In addition, students can receive graphic illustrations regarding ways in which technology speeds occupational change.

A referral file of retired persons will be essential for use by school personnel. Such a file can be maintained by a retired persons' association or by the local chamber of commerce. Employers usually agree to supply lists of persons about to retire. Such persons can sometimes provide a ready tie-in to their former employer that will help schools in many ways. It may also ease the shock of retirement for some persons who are looking for something to keep them busy. If a person's name is on the list, it is essential that someone sees that he or she is called upon to serve.

Career Days can be conducted, using retired persons as resource persons. They should be asked to discuss their entire *career* (not just their last job) so that students will better understand the concept of "career" as a succession of choices made throughout life. Using a recently retired person along with one who retired several years ago from a similar position can show high school students how rapidly jobs and occupations change. Using retired former workers as classroom aides will help teachers discover ways to emphasize the career implications of their subject matter. However, any widespread use of this approach will require training programs to train retired persons to work with teachers and with students from the elementary school through the high school.

Concept Eight: Making Work More Personally Satisfying to the Individual Worker

The goals of career education are to make work possible, meaningful, and satisfying to each individual. We know we can make the concept of work *meaningful* and, for most persons, we can make work *possible*. However, the extent to which work can be *satisfying* is a function of the workplace itself. Studies of worker alienation and causes of worker dissatisfaction are currently very popular. People seem to delight in talking about the impersonal treatment of workers. They speak about the need to give workers more autonomy, more variety in their work tasks, and a clearer picture of the importance of each man's work to the "big picture." Many educators are currently resisting career education's emphasis on *work* because they feel that to ready youth for today's workplace is to condition them to a life of drudgery. Others question whether the situation in the workplace is as bad as it has been pictured. A number of key questions deserve exploration:

(1) Is the problem of current worker dissatisfaction really a major one?

(2) If work is made more possible and meaningful to individuals, is it likely that it will automatically also become more satisfying? If additional tasks are involved, what are they?

(3) How can one give workers more freedom to make their own work decisions while still maintaining the essential concept of the discipline of the workplace? How far can you go in letting workers "do their own thing" and still make it clear that everyone has a "boss"?

(4) Can and should school systems be involved in the task of making work more satisfying – or is this strictly up to the business-labor-industry community? If school systems have a role to play here, what is that role?

Students in schools should learn that hardly anyone is always satisfied with his job. Most people have some days when they like their job and other days when they do not. Youth should understand the difference between satisfaction with a *career* and satisfaction with a particular *job*. There are some distasteful things about some job tasks involved in particular careers, but the career itself may be satisfying nevertheless. Youth should be taught that job satisfaction is intimately related to satisfaction with one's total life-style. If individuals don't like their jobs, it may reflect that they don't like the life-style in which they find themselves. Changing jobs may allow one to develop a different life-style. The question of job satisfaction is part of a much larger question for most people.

Young workers need to understand that at times their job dissatisfaction will exist because of demands placed on management that are unavoidable. Schools can help if they teach students concepts of responsibility faced by management and concepts of responsibility faced by workers.

Concept Nine: A Marketable Skill for Every School Leaver

One of the most pervasive concepts of the U.S. Office of Education's career education emphasis has been that the student should not leave the education system without a marketable job skill. This emphasis has grown out of a realization that at both the secondary school and collegiate levels many students are currently being graduated who have no specific job skills. With less than 25 percent of today's high school graduates becoming eventual college graduates, this concept can become a reality only if vocational education programs are greatly expanded at both the secondary and post-secondary school levels. Key issues are:

(1) Does this goal ignore the potential of on-the-job training and apprenticeship training in the business-

labor-industry community? If so, what is industry's answer to this goal?

(2) Is it realistic to suppose that we know enough about the changing nature of the occupational society so that, given sufficient resources, we could *really* give every school leaver an immediately marketable job skill?

(3) Should not some students feel free to enjoy a purely liberal arts education without feeling guilty that by doing so they are acquiring no specific marketable job skills?

(4) Does industry really want entry workers with specific job skills, or would they prefer to develop such skills after the man or woman is employed?

The term "marketable job skills" should not be considered independent of "employability skills." Youth need to know more than how to do a job. In addition, they need to know good work habits and have a basic understanding of how work can give them a more satisfying and rewarding total life-style. Schools cannot provide youth with marketable job skills by themselves. To attain this goal will demand total community involvement – parents as well as the business-labor-industry community. If this concept is to become a reality, some form of on-the-job training will be needed. Some vocational education students are now enrolled in work study programs where they spend part of the time studying job skills in schools and part of the time learning more about them as they try to apply job skills in a real work setting. Students cannot acquire a marketable job skill if they operate only within the walls of the school. To apply that concept to all students will require that "work study" become a method of instruction for all students, not a special kind of program for only some students. This means that the method will have to be used with college students as well as high school students.

An admirable relationship would be for the business-labor-industry community to work with the schools in establishing simulated job training in the school itself. These simulated jobs would be supervised cooperatively by school and industry personnel. However, it would require additional facilities and equipment over and beyond that now available in most schools, another area for potential industry-school cooperation.

Concept Ten: A Job for Every School Leaver

Career education seeks to help all students acquire a *desire* to work. An essential ingredient here is a promise, either explicit or implicit in nature, that those who want to work can find work to do. With the unemployment rates of youth triple adult unemployment, it will be difficult to guarantee work in the form of paid employment to each youth who may desire to work. At the same time, it is a farce to instill in students a desire to work, provide them with job skills, but ignore the actual availability of paid employment. To try to solve this problem by convincing youth that volunteer, unpaid workers are always in demand will not "wash well" with today's youth culture.

A number of questions are relevant:

(1) Is it realistic to promise availability of work to youth in view of the current labor market conditions?

(2) Can career education appeal to youth if we fail to promise that work will be available to adequately prepared persons?

(3) If we promote a concept of work that includes volunteer as well as paid employment, do we run the risk of giving youth an unrealistic view of work?

(4) Should the government initiate youth work programs for those unable to find paid employment in the free enterprise system?

(5) Is the creation of an all-volunteer armed forces a necessary ingredient for giving viability to this concept?

While almost all of these action suggestions imply cooperative efforts between school and business-labor-industry personnel, few suggest who should be responsible for initiating, directing, or coordinating such effort. A situation can easily be envisioned that finds both school and business-labor-industry personnel anxiously waiting for the other to initiate action leading toward implementation of these concepts. Career education is too important to fail simply because no one feels it is proper to take the initiative. There is no concept presented here that could not be initiated by either the schools or the business-labor-industry community. Anyone who feels that one or more of these concepts is important has a responsibility to get it implemented.

The goal of this paper is to stimulate cooperative action on behalf of career education between school and business-industry-labor personnel at the state and local levels. The discussion has been primarily concerned with specifying concepts to be considered and with providing broad beginning suggestions for action. Specific program planning and implementation must be done in each locality. We need to begin *now*.

19.

Career Education for Minority and Low-Income Students

Career education for minority and low-income persons has to date been generally a matter of overpromise and underdelivery. The expertise assembled here will, it is hoped, be dedicated to correcting this situation, not to denying its validity through the splendid examples of practice to be presented. Such examples will be better viewed as pointing the way toward progress than in denying the truth of this accusation. If this happens, we should be able to devise a "career education game plan" that will be superior to any particular example presented here. Let this be our goal.

To build positively demands that we be willing to look realistically at both promises and at problems in three categories: (1) conceptual assumptions of career education, (2) process assumptions of career development, and (3) programmatic assumptions of career education. By devoting this presentation primarily to a discussion of these assumptions, the resources to be discussed during the remainder of the conference should assume greater relevance.

To discuss each major kind of assumption fully and completely would require a very large book. Here, only a brief

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From remarks presented to the National Career Education Conference, the National Urban Coalition, Racine, Wisconsin, October 21, 1974.

outline of each can be presented. I apologize here to those who are sure to accuse me of painting too bleak a picture. Having apologized, I want to move ahead. That is, in my opinion, if I present a problem that has no basis in reality, you can readily dismiss it. I simply ask that we face those that cannot be dismissed.

Conceptual Assumptions of Career Education

Two basic conceptual assumptions of career education constitute serious operational challenges when we seek to meet the needs of minority and low-income students. One of these assumptions is that career education is for all persons. The second is that career education is humanistically oriented. Both assumptions require brief discussion here.

From the outset we have pictured career education as an emphasis for all persons, at all educational levels, in all settings in our society. We have said that career education should be available to very young children and to adults in the retirement years – to males and to females – to the physically and mentally handicapped and to gifted and talented persons – to high school dropouts and to college graduates – to the rich and to the poor. We have said that *all* persons need to know, understand, and act on the increasingly close relationships between education and work that exist in our society at the present time. The assumption, in my opinion, is sound and must be preserved.

This audience need not be reminded that without unequal resources, equality of opportunity is virtually impossible for those who must start out behind. In a democratic society, "poor" is a relative concept. It is inevitable in that some members of society will have more than others. Thus in a relative sense, the presence of poor people does not seem evil. What is evil is the assumption that in generation after generation lower income persons must always be expected to come from the same families. To make any concept such as career education equally available to all is to guarantee that this situation will be perpetuated.

Our philosophy is dedicated to destruction of the cycle of poverty. Possibilities for doing so will be discussed shortly.

The second conceptual promise of career education for minority and low-income persons is that it is humanistically oriented. I recognize how strange this statement must sound. If I didn't think I could defend it, I would not have said it.

I have tried to conceptualize career education round a four-letter word called "work." In doing so, I have defined work as follows:

> *Work is conscious effort, other than activities whose prime purpose is coping or relaxation, aimed at producing benefits for oneself or for oneself and others.*

This definition obviously includes unpaid work as well as paid employment. Its emphasis on "conscious choice" distinguishes "work" from "labor" that is forced on the person or performed involuntarily. Its emphasis on "producing" refers to the human need for all human beings to *do* – to *accomplish* – to *achieve* something that will allow the individual to *be* someone. Its emphasis on "benefits" illustrates the need we all have to know that somebody "needs me for something – that it does make a difference that I exist." Former President Lyndon B. Johnson expressed this need well in a speech when he said "to hunger for use and to go unused is the greatest hunger of all." Career education is dedicated to relieving all persons from that hunger. That is why I say it is humanistically oriented.

It is obvious that career education speaks to what Maslow described as the higher order need for self-actualization. It is equally obvious that if one follows Maslow, meeting this need is dependent on meeting the more basic needs of survival, security, love, and belonging. We have translated our humanistic orientation for career education into goals that say we seek to make work possible, meaningful, and satisfying for each individual. In so doing, we too have obviously used an ordering of needs approach. That is, work cannot be "meaningful" until it is first "possible." It cannot be "satisfying" unless it is first "meaningful."

For several years, youth unemployment has been approximately three times as great as adult unemployment. Further, unemployment among minority youth has been approximately double that for white youth. Further, unemployment rates for females have been higher than for males. The sickening stability of these statistics takes on added meaning in times when general adult unemployment rates are rising. With unemployment rates in the inner city higher than for the country as a whole, the employment prospects facing minority, low-income youth from inner-city environments seem bleak indeed. I have often observed that youth with nothing to do seldom do nothing. It is probably an understatement to say that we face an explosive situation.

The goals of career education can never be met for minority and low-income persons unless major and decisive action is first taken to attack and solve the youth unemployment problem. Survival and security needs, related to work, must take initial precedence over meeting higher order self-actualization needs. It seems both unwise and unproductive to emphasize the personal meaningfulness of volunteer, unpaid work to minority and low-income persons prior to meeting their needs for paid employment. They already know what it's like not to be paid. Unless there is paid employment available at the time students leave school, career education, for minority and low-income youth, is a cop-out.

At the same time, if career education were to content itself only with making work *possible* for minority and low-income youth, the goals of career education would obviously not have been met. We would run the great risk of assigning minority and low-income youth to a life of labor while reserving the personal meaningfulness of work for the more affluent. This simply must not be allowed to happen.

Process Assumptions of Career Education

As a process, career education follows the model of career development. This model envisions a sequence involving, in a progressive manner, (a) career awareness, (b) career exploration, (c) career motivation, (d) career decision making, (e) career preparation, (f) career entry, and (g) career maintenance and progression. Special problems exist for minority and low-income persons in each stage of this process. Only brief mention of such problems can be made here.

Career awareness aims to acquaint the individual with a broad view of the nature of the world of work – including both unpaid work and the world of paid employment. That world cannot, for most inner-city youth, be seen in its entirety in their immediate neighborhood. More basic, that world is not known clearly to many of their teachers and counselors or to their parents. Problems here are pervasive in most inner-city elementary schools.

Career exploration seeks to help individuals consider possible occupational choices based on their interests and aptitudes coupled with an understanding of the basic nature of various occupations and their requirements for entry. To be effective, career exploration must be more than a vicarious experience. Reading about work is like reading about sex; i.e., it may very well be stimulating, but it is seldom satisfying. If minority and low-income youth are to leave their neighborhoods to explore the world of work firsthand, it is vital that they see some persons in that world who are products of low-income inner-city neighborhoods. If this cannot be accomplished, career exploration may be more self-defeating than productive.

Career motivation concerns itself with work values and centers round helping the individual answer the question"Why should *I* work?" If persons from a very low-income family are asked whether they value "making money" or "helping people" more, it should not be surprising if they choose economic over altruistic values. The danger of course is in assuming that the individual has no altruistic work values. Money, as a sole motivational base, prevents one from developing long-term self-sustaining motivational patterns. Unless low-income and minority youth can be given a broader motivational base, they cannot be expected to perservere toward career development

One of Shelly's poems contains these lines: "Patience and perseverance made a Bishop of His Reverence." Unless motivation can be diverse enough to produce perseverance, minority and low-income youth will find it difficult to afford the luxury of patience.

Career decision making seeks to help the individual answer three questions:

(1) What is important to me?

(2) What is possible for me?

(3) What is probable for me?

We have been more successful in demonstrating probable failure than possible success. Career decision making, for minority and low-income youth, cannot be based simply on increasing self-understanding and understandings of occupational opportunities. Unless it is accompanied by understandings of how to take advantage of such opportunities, it is likely to be more frustrating than helpful in its results.

Decision making is preceded by indecision. It isn't terribly serious to remain occupationally undecided if your father owns the factory. However, for the minority and low-income youth who have immediate economic needs, occupational indecision is a serious matter indeed. Unless high-quality career decision-making assistance is available, pressures of time will continue to force many such youth to settle for lower levels of occupational aspiration than they should.

Part of career decision making leads to occupational preparation programs. Problems of minority and low-income youth are particularly serious in this area of career development. It is obvious that long-run problems of minorities are dependent in part on more minority persons assuming community leadership roles – and that such roles are at present largely being taken by college graduates. Thus there is an absolute necessity for encouraging more minority and low-income persons to attend college. If career education goals are to be met, college attendance will be seen as preparation for work – not simply for a degree. Too many such youth seem still to be regarding the college degree as an end in itself rather than as a means to an end.

While one may recognize and emphasize the great need for more minority persons to become college graduates, it would be both tragic and unfair to fail to emphasize post-high school occupational preparation programs at less than the baccalaureate level. There can be no freedom if the full range of possible vocational preparation choices is not made available for choice. Career education cannot ignore or play down opportunities in vocational education for minority and low-income persons simply because more such persons should be going to college. Instead, the widest possible range of educational opportunities must be made freely available for choice on the part of all minority and low-income youth – along with the financial aid necessary for implementing whatever choices such individuals make.

Finally, the continuing problems minority and low-income youth face in career entry and progression must be recognized. In recent years, a relatively great deal of attention has been focused on helping such youth solve problems of career entry. Problems of career progression and advancement are equally important. If career education does not assume an active role in working with others to solve such problems, it will not have been beneficial, to the extent it has promised to be, for minority and low-income youth.

Programmatic Assumptions of Career Education

Finally, I would like to comment briefly on three programmatic assumptions of career education that are currently acting as operational deterrents to effective career education for minority and low-income persons. These are: (a) the assumption that career education is a collaborative effort; (b) the assumption that the classroom teacher is key to the success of career education; and (c) the assumption that career education is inexpensive.

From the beginning, career education has been pictured as a collaborative effort involving the formal education system, the home and family, and the business-labor-industry-professional-government community. The strength of a given community's career education effort is dependent on the strength of each of these three collaborative forces.

Given this view, problems for minority and low-income students become immediately apparent. The inner-city school, when compared with its counterparts in the suburbs, is often seen to be as poor as its student body. Career education depends greatly on parents to teach positive work values and good work habits, and to assist youth in career decision making. Adults living in the homes of many minority and low-income youth are at present not well prepared to accept such responsibilities. Career education counts heavily on the business-labor-industry-professional-government community to provide observational work experience and work study opportunities for students. Further, it depends on the willingness and availability of members of that community to serve as resource persons in the classroom. If the business-labor-industry-professional-government community is limited to the immediate neighborhood of the inner city, a lack of both quantity and quality of effort is almost sure to be felt.

All three parts of this collaborative effort – the schools, the home and family structure, and the business-labor-industry-professional-government community – must be strengthened if quality career education is to be provided for minority and low-income youth.

A second programmatic assumption is that the classroom teacher is key to the success of career education. Career education asks the teacher to use the community as a learning laboratory in which students can see career implications of subject matter. It asks that we open up the community to students and teachers for field trips and "hands-on" experiences. It asks that many persons from the community be brought into the schools to serve as career education resource persons. It asks the teacher to use a project approach to teaching and to emphasize a "success approach," based on individualization of instruction, to the teaching-learning process. The many inner-city teachers who day after day find crowded classrooms, danger on the streets, and pupils who can't read find it difficult to become enthusiastic about the pleas and visions of career education. The problems of many are compounded by their own lack of experience in or contact with the world of work outside formal education.

The third programmatic assumption of career education is that it is inexpensive. This assumption is based in part on the fact that career education asks neither for new buildings nor for large increases in staff. It seeks to be infused into all subjects rather than being added on as yet another part of the curriculum. In part, this assumption rests on a belief that if youth are prepared for work and willing to work, they will find work that is satisfying to themselves and beneficial to society.

In the case of minority and low-income youth, this entire assumption appears to be erroneous. It is going to cost sizable sums of money to give inner-city teachers the kind of in-service education they will need to work in career education. Parent education programs for career education in the inner city will require special staff and thus will cost money. Similarly, field trips and work experience sites for minority and low-income youth cannot be limited to the inner city itself but must extend out a considerable distance. This, too, will require staff and equipment and thus will cost money.

Career development programs for minority and inner-city youth must, if they are to be effective, be both heavily staffed and equipped with a wide variety of career exploration and decision-making equipment. All of this will be expensive. Finally, the largest costs will be those connected with guaranteeing access to post-high school educational programs and to real, bona fide employment for minority and inner-city youth. Unless both are purchased, neither will be available and career education will have been yet another hoax society has played on such youth.

Concluding Remarks

In raising these problems career education faces in meeting needs of minority and low-income youth, I in no way intend to imply that I know immediate and effective solutions that can now be applied in solving them. At the same time, I find myself full of several beliefs regarding solutions to these problems. I would be less than honest here if I failed to state their general nature.

First, I am convinced that of all the things needed, money must surely beat, by a very wide margin, whatever is in second place. Even more important, we need other branches of government – the U.S. Department of Labor, the Department of Commerce, the Department of Defense – and many others to join forces in emphasizing and implementing relationships between education and work in our society. We need the business-labor-industry-professional community to recognize that they too have a stake in attaining the goals of career education. Finally, it seems to me that in spite of our past failures to do so, we need to encourage the nation's churches to become involved in career education. They have a key role to play in problems involving value decisions and personal judgments.

Second, I am convinced that in spite of the problems I have specified here, career education can be a reality for minority and for inner-city youth. Many examples exist throughout the United States where effective actions are already being taken. In no way are the problems of providing effective career education for minority and inner-city youth incapable of solution. We need to build on the many good examples that now exist and go forward together.

Third, I am convinced that career education holds great promise for meeting major current needs of minority and inner-city youth. If, as a nation, we committed ourselves to career education for such youth, it would pay big dividends both in terms of bringing personal meaning and meaningfulness to their lives and in terms of bringing great benefits to the larger society. Career education is a winner. We should not abandon its implementation simply because formidable problems need to be solved. The best way to begin is to begin. And I think we should.

Finally, I am convinced that in the absence of a sound and comprehensive career education effort, problems of minority and inner-city youth will surely become more complex for them and more difficult for society in the years ahead. We cannot continue to do what we have done in the past. Career education offers a positive action program for change. It seems to me to be worth trying.

20.

Career Education for Handicapped Persons

The call for educational reform has arisen from a variety of sources, each of which has voiced dissatisfaction with American education as it currently exists. Such sources include students, parents, the business-labor-industry-professional-government community, and the general public. Special segments of the population, including the economically disadvantaged, minorities, the handicapped, and gifted persons have also expressed deep dissatisfaction with both the appropriateness and the adequacy of educational opportunities that are made available to them. While their specific concerns vary, all seem to agree that American education is in need of major reform at all levels. Career education is properly viewed as *one* of several possible responses that could be given to this call.

From the outset, career education advocates have proclaimed that they seek to serve all persons of all ages in all kinds of educational settings. In practice, we have seen career education programs primarily limited to elementary and secondary school youth enrolled in regular public school programs. This situation cannot continue if the promises of career edu-

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From *Equal Educational Opportunities for All of the Visually Handicapped*, selected papers of the 52nd Biennial Conference, Association for the Education of the Handicapped, San Francisco, June 1974.

cation are to be attained. Here the problem will be illustrated through considering implications of career education for handicapped persons.

Career Education and the Handicapped Person

In a recent paper, C. Samuel Barone, U.S. Office of Education's Bureau of Education for the Handicapped, presented the following predictions regarding the approximately 2.5 million handicapped youth who will leave our school systems in the next four years:

(1) Five hundred and twenty-five thousand (21 percent) will be either fully employed or enrolled in college.

(2) One million (40 percent) will be *underemployed* and at the poverty level.

(3) Two hundred thousand (8 percent) will be in their home community and idle much of the time.

(4) Six hundred and fifty thousand (26 percent) will be unemployed and on welfare.

(5) Seventy-five thousand (3 percent) will be totally dependent and institutionalized.

Predictions such as these raise grave concerns for those dedicated to the career education movement. The prediction that one million of these handicapped youth will be underemployed is a serious matter indeed. The concept of underemployment is one that pictures a person as possessing greater degrees of productive capability than the tasks that he or she is asked to perform routinely require. Underemployment leads to boredom on the job and is seen by many as a major contributor to worker alienation in our society at the present time. To predict that this will be the fate of two out of every five handicapped youth leaving our school systems in the next four years can only be regarded as a serious indictment of our education system and of the larger society.

For far too long we have seemed to behave as though a handicapped person should be both pleased with and grateful for any kind of work society provides. We seem to assume that if a person is handicapped, boredom on a job is impossible. Worse, much of society has seemed to assume that while most persons should seek work compatible with their interests and aptitudes, such considerations are not necessary when seeking to find employment for handicapped persons. If *any* job in the world of paid employment can be found for the handicapped person, we seem far too often to be personally relieved and surprised when the handicapped person is anything less than effusively grateful.

Similarly, we seem to assume that those handicapped persons who are not employed in the world of paid employment are not and cannot be working. This is, in the philosophy of career education, both false and wrong. We know, for example, that the fact a person is unemployed and on welfare does not mean, for many such persons, that they do not work. There is a great deal of work being carried out in many welfare homes, the results of which are readily apparent to any who visit in such homes. Yet because persons on welfare are not engaged in the world of paid employment, society seems to assume that they are not working. Even more tragic, some seem to assume that people on welfare do not want to work. If the human need to work pictured here has any validity at all, it surely applies to persons on welfare just as to all other persons.

The two hundred thousand youth who are predicted to be in their home community and idle much of the time cannot be written off as persons with no interest in working or no personal needs to work. Something should be provided for such persons, whether it be paid or unpaid work. For years, those in the field of the handicapped have been promoting the concept of the sheltered workshop for those who are unable to compete effectively in the world of paid employment. The prime rationale for the sheltered workshop must surely lie in recognition of the human need for work that is being discussed here. If this concept is valid for those in sheltered workshops, it is also valid for those who are not.

Career education seeks to make work possible, meaningful, and satisfying for *all* individuals. To do so for handicapped persons demands, first of all, that we regard their right to choose from among the widest possible set of opportunities to be equally as important as for any other individual. We seem too often to be satisfied when we have found *something* that a handicapped person can do. We should be dissatisfied until and unless we have explored, to the fullest possible extent, the total array of work that might be possible for a given handicapped person. To stop before reaching this point is being less than fair to the handicapped person and to the larger society.

One further basic principle of the career education movement would seem to have some relevance for handicapped persons. This is the principle that holds that we should seek to emphasize the individual's successes, not his or her failures. In career education, a conscientious attempt is made to emphasize accomplishments, attainments, achievements – *doing*. This can best be carried out by refusing to emphasize failures and shortcomings. It would seem that this principle holds some positive potential for working with handicapped persons who far too often are made well aware of their limitations and in the process effectively limited in discovering their talents. We have, it would seem, been sometimes too much concerned about helping the handicapped realize and appreciate how much society is doing *for* them. In so doing, we run the risk of deemphasizing for many handicapped persons how much each can do for himself or herself.

Concluding Remarks

Handicapped persons are as deserving of whatever benefits career education has to offer as are any other individuals. To date, few career education programs have made the kinds of special efforts necessary to make career education a reality for handicapped persons. It is hoped that these remarks may stimulate both those in career education and those working in the field of the handicapped to work together to correct this lack of attention. The need to work is a human need of all. Handicapped persons *are* humans.

IV.

The Career Education Continuum

21.

The Elementary School: Bedrock for Career Education

The objectives of career education are to help all individuals (a) want to work, (b) acquire the skills necessary to work, and (c) engage in work that is satisfying to the individual and beneficial to society. The goals of career education are to make work possible, meaningful, and satisfying to each individual. These sets of objectives and goals call for major changes in American education and in the larger society in which our education system operates. They will not be easily or quickly attained.

Unless initial movement toward these objectives and goals begins in the preschool years, their ultimate attainment is doubtful. If such movement is delayed past the elementary school years, there is no hope that they can be attained for many persons. These objectives and goals are as developmental as the educational process itself. It makes no more sense to delay career education beyond the kindergarten than to delay action aimed at attaining any other worthy educational objectives. This is the first of two basic assumptions with which we begin.

From remarks presented to the USOE National Conference on Career Education in the Elementary School, Boston, 1973.

Before attempting a defense of this assumption, I find it important that we agree on the definition of "work" and "career" as they are being used here. "Work" is defined here as effort aimed at producing goods or services that will benefit one's fellow human beings or oneself. Thus our definition of work is restricted neither to paid employment nor to whether the activity is distasteful. "Career" is defined as the sum total of work in which an individual engages during his or her lifetime. Thus one's career begins when he or she first exerts effort aimed at producing benefits for fellow human beings or for himself or herself. The "career," then, of most persons begins considerably before they enter the school system.

A second basic assumption is that if our free enterprise, democratic way of life is to continue, the work of most individuals will, for significant portions of their lives, include paid employment. Thus while a broader concept of work is essential, it is equally essential that an emphasis on paid employment, as opposed to unpaid work, be clearly understood early in an individual's career development.

With these assumptions, the specific career education efforts to be begun in the elementary school include:

(1) Emphasizing career implications of subject matter

(2) Making "work" meaningful to each person

(3) Teaching work habits

(4) Acquainting students with the general nature of the world of paid employment

(5) Teaching decision-making skills

These are challenging and difficult career education assignments for the elementary school. Each requires a brief discussion of its importance.

Emphasizing Career Implications of Subject Matter

Almost all proponents of career education urge classroom teachers to emphasize the career implications of their subject matter. Some elementary teachers have objected on the grounds that their students have made no firm occupational choices and thus cannot possibly know the implications of subject matter for the careers they will follow. Such teachers have missed the point. It is precisely because no firm choices have been made that this activity is so important in the elementary school.

Any discussion with employers is likely to find them complaining about the lack of ability of their employees to read with speed and comprehension, to perform simple arithmetic operations, to apply basic concepts of the scientific method, and to be aware of their citizenship roles. These kinds of employer complaints can be heard from employers in almost all portions of the occupational world. It is vital that both elementary school teachers and their students recognize and understand that the most basic vocational skills training for almost all workers is to be found in the subject matter of the elementary school. Yet so many seem to persist in the false belief that the purpose of education is simply education.

In the present state of our occupational society, each year sees the relationships between education and occupational competency become closer and closer. The ever-increasing rapidity with which occupational change is taking place makes the goal of adaptability – of preparing our students for the certainty of uncertainty and of change – more and more important. Yet no matter how rapid or extensive such change becomes, the need for the basic academic skills taught in the elementary school remains constant across almost all occupations. The elementary school cannot continue to operate under the false assumption that the best way to prepare students for the real world is to keep them away from the world of work. Instead, it must help students realize that no matter what occupation they eventually choose, the basic academic skills of the elementary school will be essential. This is truly bedrock for career education.

Making Work Meaningful to Each Person

Each year we move farther toward the point where work is not essential to the absolute survival of any given individual, so long as most people work. As a result, we find more and more employed persons who fail to find personal meaningfulness and meaning in their job tasks. The concept of worker alienation — including both the "blue-collar blues" and the "white-collar woes" — is becoming increasingly important as one of major national seriousness and concern.

The case for career education must be made in the larger society, not in the public schools. It is a societal crisis, not just a crisis of relevance in education, that we face. Change lies primarily in the multiplicity of reasons for working that exist in today's society. We cannot afford to allow another generation to grow up and enter an occupational world having been exposed to only a set of reasons for working that is based on economics. The multiple nature of work values inherent in a service-oriented occupational society must become a normal part of the maturational development of today's youth. Once again, we are viewing part of the bedrock of career education that must begin in the elementary school.

The case for career education, on this point, is even more subtle and more significant than has been indicated so far. If work is to *become* personally meaningful and rewarding to adults, it must *be* both meaningful and rewarding to children who are in the process of growing up. The major work opportunities for most elementary school-age children today are found in the school itself. Career education seeks to make the child's work as an elementary school student more meaningful through a project-oriented approach that emphasizes the present and potential utility of subject matter for use outside the classroom. No person can be expected to become *something* until he or she is first *someone*. The so-called "positive self-concept" we all seek to develop is best attained through successful accomplishment of personally meaningful tasks. This involves work, and it is surely is part of the bedrock of career education that must begin no later than the elementary school years.

Teaching Work Habits

Work habits are independent of work values. No matter how the nature of work changes, the prime goal of work remains *productivity*. Productivity is definitely related to such work habits as:

(1) Coming to work on time

(2) Carrying work tasks through to completion

(3) Trying to do one's best

(4) Cooperating with one's fellow workers

(5) Recognizing the interdependence of workers in accomplishment of the complete work assignment

Such matters are not properly thought of as work values that can be decided differently by each worker as part of his or her unique life-style. Rather, they are work habits that bear directly on the question of productivity that results from work. It is as important to inculcate youth with good work habits as it is to expose them to a variety of work values from which each can choose.

The presence of poor work habits among workers is fully as frustrating to today's employers as worker alienation or lack of appropriate work skills. Work habits are acquired by persons while they are working. The elementary school should teach work habits to its students so that they will be better and more productive workers in the elementary setting. If this is done, these good work habits may carry over into their work as adults. At least it seems safe to say that it is more likely adult workers will have good work habits if they have learned what these habits *are* during the formative elementary school years. Once more, we find a significant portion of the bedrock of the career education movement that becomes a responsibility of the elementary school.

Acquainting Students with the World of Paid Employment

The economic necessity for work can be recognized quite independently from the psychological meaningfulness of work for the individual. As often observed, the basic law of economics is that "There ain't no free lunch!" In a free enterprise system, neither the valuable work of the full-time homemaker nor that of the growing movement toward volunteer unpaid work could exist very long unless most adults engaged in paid employment. If we were to acquaint elementary school students with the personal joys that can come from work but ignore the economic necessity for work in the total society, we would be doing a great disservice both to our students and to the larger society.

Here we are not thinking only about acquainting students with the nature of a few selected occupations as good elementary school teachers have been doing for years. We know that all occupations are changing, that occupational life-styles are changing, that new occupations are being created, and that some current occupations are disappearing. In short, we know that the world of paid employment that today's elementary school students eventually enter will in many ways be quite different from that which exists today. We know further that most elementary school students are far from ready to make firm occupational choices. Thus our purpose in acquainting students with the world of paid employment is neither to acquire specific facts about today's occupations nor to encourage early occupational choice.

Rather, our purpose is to acquaint students with the broad categories of occupations necessary in our total society, to demonstrate the economic necessity for each broad occupational classification, and to illustrate the societal contributions that are made by each. An essential element here is one of helping students grasp the concept of career ladders available to workers in various occupational areas and career development as a lifelong process. It is an emphasis on careers, not on specific occupations, that is important here. Both the emphasis on careers and the conscious attempts to help students see relationships between academic subject matter and work that make the task here quite different from past practices of most elementary teachers. Again, we find a piece of the bedrock of career education that must begin in the elementary school.

Teaching Decision-Making Skills

A variety of forces combines to make the teaching of decision-making skills a vital and essential part of career education in the elementary school. Included among these are the increasing demands of workers for greater autonomy in job performance, the increasingly greater variety of work values emerging in our society, the increasing number and variety of career options available to today's youth, and the increasingly close relationships between education and work that are obvious to all of us. Without a firm understanding of and expertise in career decision making, today's students will inevitably be manipulated by our changing society, rather than being able to use society to control their own destinies.

With the definition of "career" being used here, career development obviously must be viewed as a longitudinal, maturational process. Choosing an occupation is not something that happens only at one particular point in time or, for most persons today, only once in a lifetime. Rather, it represents a culmination of an entire host of earlier decisions each person has made that influence and shape his or her total pattern of career development. To delay assistance in teaching decision-making skills until the secondary school years is to force many elementary school students to make decisions affecting their total careers in an unreasoned manner. This becomes especially crucial when one is deciding about work values and about himself or herself as a worker.

There are many who appear to be approaching career decision making as though it represented only an application of the scientific method. Since one's total personal value system is involved, this is obviously wrong. There is no good way the elementary school can fulfill its crucial role in career development unless decision-making skills are taught to elementary school students. The career-related decisions made in the elementary school will affect the future of each individual. Once more, we see a portion of the bedrock of career education in the elementary school.

Concluding Remarks

These, then, are the five crucial career education tasks to be performed in the elementary school. The long-run success of the entire career education movement will be directly related to the adequateness with which these tasks are accomplished. There is much to do and much to learn if these tasks are to be carried out in an effective manner. Until and unless this is done, we will continue essentially a salvage operation in our attempts to bring the personal meaning and meaningfulness of work to the lives of all individuals in this country. We will never win with only a salvage operation. The elementary school truly does represent the bedrock of the career education movement.

22.

Career Education in the Middle/Junior High School

The psychology of the early adolescent adds some new career development concerns upon their entering the middle and junior high schools. We need to move from the central concern expressed in the elementary school of "What would I like to do?" We know that at this age we are beginning to find different aptitudes emerging. It is the first time that the concept of something more than a single general ability to learn is present and can be seen by the students themselves. I think concern with this question far outweighs our ability to answer it, and this is part of the challenge of career education in the middle/junior high school.

I am more concerned from the psychological standpoint about the phenomenon that has often been referred to as "the wonderful age of absolutism" – the age when there is an answer if we could only find it. These students believe that, surely, *something* is the "correct" answer. It should not be surprising to any of us when we find students at this age raising the unrealistic question, "What is the 'right' occupation for me?" This is in line with their normal expectations. These kids search for certainty; they search for something they can know for sure. There are bound to be troubles when they realize that the only certainty this society is providing them is the certainty

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From remarks presented to the USOE National Conference on Career Education in the Middle/Junior High School, Boston, 1973.

of uncertainty, the certainty of rapid change – and at an increasingly rapid rate. Helping these students cope with the certainty of uncertainty represents one of the biggest challenges facing career education as it attempts to become operational at the middle/junior high school level.

Third, the basic question that begins to emerge about the career development of the middle and junior high school-age student is deciding where the students are as they move from the obvious question of "Who am I?" to the more profound question of "Why am I?" Having discovered – as they all do – that each does exist as a unique individual, the student can logically be expected to search for some meaning for her or his existence. The "What am I good at?" type of question that we expect them to ask can logically be followed with the more basic question of values: "What am I good for?" This to me is what involves us in work values at the middle/junior high school level as a part of the set of personal values.

We have become very proficient in convincing these students that in a relatively few years they are going to have to start taking care of themselves. We have been much less proficient in convincing these students that in a relatively few years they are going to have to start taking care of themselves. We have been much less proficient in helping them discover the variety of means available to them for doing so. When we consider that these means are increasingly going to demand a wide variety of educational efforts in a wide variety of settings, it is essential that the nature of these kinds of choices – at both the secondary and increasingly at the post-secondary level – be made clear to our students while they are in the middle and junior high schools.

I think most of us recognize the crucial issues of the question "Who am I?" for most of these students, but I am afraid that we have done so without simultaneously recognizing the tremendous potential that work holds for helping students answer this question. Work is an excellent means of finding out who you are, why you are, what you are good at, and what you are good for. The concept of discovering both one's reality and one's rationale for existence through work lies at the heart of the career education movement. I think it is the single most important factor underlying career education at this level.

Challenges of Career Education for Middle and Junior High Schools

Few, if any, would argue with the statement that career education is conceptually rooted in a developmental framework. Most working in this field would agree that career education must begin no later than kindergarten and continue through almost all the adult years. In this sense, career education is a movement entirely consistent with today's call for an education system that truly serves the American public – adults as well as youth. This call is of course largely rooted in recognition of both the rapidity of societal change and the knowledge explosion that makes for such change.

In such a context, the traditional transition role of middle and junior high schools is rapidly changing. Such schools are no longer seen as a necessary buffer between the "melting pot" objectives of elementary education that students enter and the categorically oriented curricular objectives of the senior high school, designed to direct students toward a discrete variety of post-high school objectives. Instead, the middle or junior high school is increasingly seen as a developmental stage of education rather than as a simple transition device.

The fact that the senior high school is no longer seen as an educational endpoint for most persons has often been overlooked in terms of its implications for middle and junior high schools. Career education seeks to correct this oversight through the key role assigned to middle and junior high schools in the total career education concept. Our purpose here is to specify broad parameters of this role within the framework of the career education movement.

To do so demands that we proceed from two fronts. First, we must identify basic elements undergirding the total career education movement. Second, we must posit several hypotheses as a basis for specifying the role of career education in middle and junior high schools. While the second of these assignments is obviously more crucial, it seems equally obvious that we will probably find closer agreement with respect to answers given for the first. Accepting the premise that willingness to risk is a prerequisite to progress, we will attempt here to proceed on both issues.

Basic Elements in the Career Education Concept

The diversity of definitions one hears for career education has tended to cloud the considerable amount of agreement that exists with respect to its basic nature and goals. At this point in time, it seems safe to identify eight basic elements in the career education concept on which agreement seems to be generally, although not universally, present. These include:

(1) The career education movement is one that has purposely sought to encourage a wide variety of definitions. In so doing, we have recognized that controversy is essential to the healthy growth of any educational concept. The controversy stemming from differences in definitions has been healthy for our movement. Most of us hope that this controversy continues for a long time.

(2) Career education represents a major call for educational reform. While we may disagree on the specific nature of specific suggestions for reform, we seem to agree that we are not talking only about small changes. Rather, career education, as a reform movement, seeks to respond to each of the major criticisms directed toward American education in recent years.

(3) The reforms proposed by career education are based on a positive response to the changing nature of American society. They are not, in their basic nature, correctly viewed as responses solely to criticisms being leveled against education itself.

(4) The career education movement is rooted in the post-industrial service, information, technology-oriented kind of society in which we now live. Within this context, career education recognizes, in its basic nature, the closer and closer relationships between education and work that characterize this society.

(5) The presence of worker alienation in the broader society forms the broad societal challenge to which our education system now seeks to respond through the career education movement. This challenge includes the concept of unpaid work as well as paid employment.

(6) Career education is a concept intended to respond to the basic human need for accomplishment that is a part of all human beings. As such, most will agree that it is humanistic in its basic nature.

(7) The call for change voiced by career education demands that we change outmoded definitions. While exact agreement on each new definition needed has not yet been reached, we seem to be generally agreed that:

  (a) "Work" does not mean only "paid employment."

  (b) "Education" does not mean only "schooling."

  (c) "Leisure" does not mean only "play."

  (d) "Vocation" does not mean only "job."

(8) Career education's goals are integrative in nature both within formal education itself and between formal education and the broader community.

If we can find agreement on these basic concepts, we can afford wide disagreement on specific definitions, strategies, and methods required for organizing such concepts into specific action programs. Let us hope that this much consensus is now present.

The Role of Career Education in Middle and Junior High Schools: A Basis for Discussion

At this point, it seems appropriate to move from a call for consensus to a second call – a call for controversy. The issuance of such a call requires that I be willing to make explicit some of my current major biases regarding the nature and role of career education in middle and junior high schools. I do so here with no expectations or hope that all will agree. Rather, my goal is to provide a forum for discussion that may help us see our current disagreements and individual positions in clearer perspective.

My current major biases can be stated in the form of simple sentences. The long explanation required for justifying each of these biases is neither possible nor appropriate for purposes of this brief paper. Thus I would like to present ten concepts for discussion purposes. Each represents a personal opinion based on a combination of what I know and what I believe.

(1) It would be neither wise nor prudent to seek a unique definition of career education for middle and junior high schools. Rather, it will be far more productive in any setting to use a definition of career education that is seen to encompass all educational settings from the elementary school through the graduate college.

(2) We have overemphasized "career exploration" as the proper focus of concern for the middle/junior high school. There are many students at this level for whom "career awareness" would be a more proper goal. Moreover, there are significant numbers for whom basic beginnings of "career preparation" should be given priority consideration.

(3) Work values, formed during the elementary school years, are modifiable for most students in middle and junior high schools. It is eminently appropriate to expose such students to the multiple values of a work-oriented society as part of the normal self-discovery process of development they are experiencing during the middle/junior high school years.

(4) The opportunity to participate in work experience should be made available to all middle and junior high school students. For purposes of self-discovery, it is unimportant whether such work experience is paid or unpaid in nature. It is important whether such work experience is related to the student's tentative occupational choices. It is especially important that at least a portion of this work experience be positively rewarding to the student in some way.

(5) The relative importance of the binary decision to plan either for college attendance or for something else becomes less crucial each year for middle and junior high school students. It would be a mistake to make assistance in reaching this binary decision a major goal of career education at this level.

(6) It is crucially important that middle and junior high school students see future possible educational alternatives available to them as differing in kind rather than in generic worth. Tentative answers to the question of "What kind is best for *me*?" should be a major focus of career education at the middle and junior high school levels.

(7) The teaching of good work habits – begun, it is hoped, in the elementary school – deserves positive and active reinforcement in middle and junior high schools. Students should not be encouraged to choose work habits as they are encouraged to consider various work values. On the contrary, every attempt should be made to inculcate all students with those basic work habits that are known to be positively related to productivity.

(8) It is careers, not occupations, that forms the proper basis for exploration at the middle and junior high school levels. Such tentative occupational choices as may be expressed by students at these levels should be discussed more in terms of possible life-styles than in terms of specific goals. Neither the differential aptitudes nor the possible occupational opportunities for such students are sufficiently clear that they would make specific occupational choice a desirable goal for them.

(9) The teaching of decision-making strategies, accompanied by actual experience in decision making, should be a major goal of career education at the middle and junior high school levels. This emphasis on decision making should extend to decisions involving a variety of life roles and not restricted to those related to one's work role.

(10) Increases in student achievement in basic educational skills and knowledges represent the single most appropriate criterion for use in evaluating career education programs at the middle and junior high school levels. While other evaluative criteria can and should be added, this one is essential. Unless we can demonstrate that a

career education effort is accompanied by increases in student achievement, career education will have a short life indeed.

In specifying these ten concepts, I have concentrated much more on content rather than on a methodological basis. This is because of my firm belief that if we know clearly what it is we are trying to teach, a wide variety of educational methods may be equally appropriate for use in the teaching-learning process itself. I have said nothing about either the home and family environment or the business-industry-labor environment in positing these ten concepts. This is based on an assumption that all of us recognize the cruciality of both of these environments working in a collaborative fashion with the schools in comprehensive career education efforts. Nor have I spoken directly to the topic of career development concepts. A wide variety of such concepts now exists that can be selectively used in program strategies. They have, in my opinion, been overemphasized as an organizational base.

Some will view these ten concepts as though I intended them to become "Hoyt's Ten Commandments." Let me say once again that this in no way is my intention. I have tried to share these concepts with you as examples of my current biases. I do so only because I feel we need a basis for discussion. I hope they can serve this purpose.

23.

Business Office Occupations and Distributive Education: Models for High School Career Education

Among career education's challenges and problems, one of the most obvious is the relative slowness with which career education is being implemented at the senior high school level. True, some outstanding senior high school career education programs are now operating. However, career education has been implemented much more frequently and much more effectively at the elementary and junior high school levels. I know few who would argue this point.

Vocational educators have played key roles in implementing career education at the elementary and junior high school levels. Yet in the senior high schools where most vocational educators are employed, we have not seen a corresponding dedication of effort. This, I suspect, is much more due to a perceived lack of authority and responsibility than to any lack of interest or concern on the part of vocational educators. It is hard to become part of the solution when for years vocational education has been perceived to be part of the problem. It is even harder to assume a leadership role with colleagues in other parts of education who for years have regarded vocational educators as "less respectable" members of the profession. The difficulty of a task bears no necessary relationship to its impor-

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From remarks presented to the Business and Office Education Division, American Vocational Association, New Orleans, December 8, 1974.

tance or to its appropriateness at any particular point in time. It is, in my opinion, time that vocational educators, from every area of vocational education, assume responsibility for making career education work in the senior high school.

As I think about the challenges, there is no area of vocational education that in my opinion does not have a key and crucial role to play in this effort. While I would pose a different set of challenges for each aspect of vocational education, I consider that each can and should become deeply involved in making career education operational in the senior high school. Here, my remarks will be limited to challenges facing vocational educators working in the areas of business and office occupations and in distributive education. I group these areas, not because I fail to recognize their differences, but simply because I consider their potential for effecting positive change to carry many of the same kinds of action implications.

There are three goals here. First, I would like to specify the basic kinds of changes needed in the senior high school in order for career education to work. Second, I would like to comment briefly on those changes in terms of the present nature of business, office, and distributive education. Finally, I would like to present a set of action suggestions for your consideration.

Career Education: Challenges for Change in the Senior High School

Career education's success is dependent on its ability to effect change in American education. Of the many kinds of change involved, the most basic are those found in the teaching-learning process. While, to be sure, many of these changes require the sanction and encouragement of school administrators, they are seen operationally in the ways in which learning experiences are made available to students. Among the many changes in the teaching-learning process called for by career education, the following seem particulary appropriate to this discussion:

(1) A change toward emphasizing education as preparation for work (both paid *and* unpaid) as a prominent and permanent goal of all who teach and all who learn

(2) A change toward expanding all curricular areas in ways that provide meaningful substance and opportunities for choice by both those who plan to attend college and those who do not

(3) A change toward emphasizing performance evaluation as a major and important way of assessing student achievement

(4) A change toward providing students with opportunities to acquire general career skills (including both basic vocational skills and good work habits) that can be useful in a wide range of occupations

(5) A change toward using persons from the business-labor-industry-professional-government community as resource persons in the classroom

(6) A change toward increasing work experience opportunities for students that takes place outside the school as one means of supplementing (not substituting *for*) student learning in the classroom

(7) A change toward teacher efforts aimed at enhancing career development, including career decision making, on the part of all students

Career education will not be effectively implemented in the senior high school until and unless most of today's senior high school teachers accept and try to meet these challenges for change. When one thinks about senior high school teachers throughout the country, it is obvious that much remains to be done.

Business, Office, and Distributive Teachers: A Model for Change

As I think about these seven challenges for change, I am often struck by the fact that an excellent model for all teachers to consider already exists in many senior high schools. That model is found in the business and office occupations and in the distributive education teachers in our schools. Here, I would like to illustrate this fact by making a few observations with reference to each of these seven changes in light of current practices of business and office occupations and of distributive education teachers.

First, in these fields, it is obvious that not all students are motivated toward a desire to acquire job-specific skills when they enroll in classes. Many of these students want to acquire skills that can be useful to them in their broader life roles, not in their specific places of employment. Neither business and office occupations nor distributive education, as parts of vocational education, have insisted that all students enrolled in these classes do so for purposes of acquiring job-specific skills. This of course is not to say that such skills are not emphasized, only that they are not such an automatic requirement that they would keep students with other reasons for learning from enrolling in some courses found in these fields.

Second, the fields of business and office occupations and distributive education are clearly pictured as appropriate for and available to students contemplating college attendance, as well as to those who will seek employment immediately upon leaving the secondary school. Almost from the beginning, these fields have provided for the full range of student talents and interests found in the senior high school. They have clearly demonstrated that, where appropriate, both students contemplating college attendance and those who do not can learn from each other and learn to respect each other in the same classes. While this of course frequently happens in other areas of vocational education, it is taken for granted in business and office and in distributive education.

Third, performance evaluation has always been a hallmark of business and office occupations. Typing skills are measured by speed and accuracy at the typewriter. Accounting skills are measured by successful completion of problems. Shorthand skills are assessed almost exclusively through performance evaluation. The emphasis is always on accomplishments of the student, not her or his failure to accomplish. Each student is encouraged to use himself or herself as a standard, with a goal of improving on past performance. While this, too, is taken for granted in these programs, it should be easy to see how different this is from many other parts of the school.

Fourth, partly as an outgrowth of their performance emphasis, these areas of vocational education have always placed a high reliance on consciously emphasizing good work habits. Perhaps even more important, their curricular structure is obviously arranged in such a manner that general career skills, applicable across a wide range of occupations and also useful outside one's place of paid employment, are emphasized in the basic courses offered in both business and office occupations and in distributive education. The general career skills goals of career education are nothing new to these fields.

Fifth, these fields have always made extensive use of persons from the business community as resource persons in the classroom and as members of advisory councils. While a common practice in all of vocational education, the use of such persons in both business and office occupations and in distributive education significantly includes an emphasis on the college-bound students as well as on those who will seek immediate employment upon leaving the secondary school.

Sixth, these fields have been leaders in establishing work experience programs (including many varieties of work study) for students in ways that supplement and reinforce classroom learning activities. Both of these fields have recognized and resisted any move to *substitute* any form of work experience *in toto* for classroom instruction. They stand as leaders of the concept that while emphasizing and using work experience, we do so in ways that benefit both students and employers through related classroom instruction. While some disagreement exists within career education regarding the relationships between work experience and classroom instruction, I stand squarely on the side of those who view work experience as a supplementary form of education and not as a supplanting device.

Seventh, both the fields of business and office occupations and distributive education have been established on sound career development principles. Unlike most other areas of vocational education, there are clearly established patterns for moving one's occupational preparation program from the secondary to the post-secondary levels in four-year colleges and universities as well as in community college settings. Moreover, at the secondary school level, both fields have emphasized broad career exploratory experiences cutting across a wide number of occupations fully as much as they have emphasized job-specific skill acquisition. Here, too, they differ from some other parts of vocational education. In yet another crucial aspect of career development, they are similar to other vocational education areas in that they place a high reliance on active youth groups.

In all of these ways, the fields of business and office occupations and distributive education have for years successfully bridged the gap between those who regard themselves as "academic educators" and those who call themselves "vocational educators." In this sense, persons teachings in those fields have already become "career educators," which of course is what we hope will become the goal of all educators at the senior high school level. They have demonstrated, through their actions and the programs they operate, that the kinds of changes called for by career education can be accomplished. Further, they have demonstrated that they work. In my opinion, both business and office occupations and distributive education represent *career education in action.*

Making Change Happen

I am well aware of the fact that not all persons currently working in the fields of business and occupations and in distributive education are operating as I have pictured them here. If what I have said has validity, the obvious first task is one of engaging in communication and gaining commitment among those now working in these fields. Without downplaying the importance or the difficulty of this task, I would like to devote the remainder of this presentation to a brief discussion of efforts I hope persons from these fields can and will make to encourage all senior high school teachers to become in part "career educators."

I would like to see teachers from the business and office occupations and from the distributive education fields take an active role in converting the so-called "academic" teachers to career education. One opportunity for doing so is to emphasize the many ways in which such teachers are making direct contributions to the career preparation of students enrolled in business and office and in distributive education. The importance and the career implications of English, mathematics, the natural sciences, and the social sciences for such students are obvious. Business and office, as well as distributive education teachers could make significant contributions to career education by making such implications clear to those teaching such subjects.

Students in business and office and in distributive education could also be asked to raise, with academic teachers, career implications of subject matter. By so doing, they cannot only stimulate such teachers to consider career implications, they may also serve as effective stimulators for other students to raise similar questions.

The contacts business and office occupations and distributive education teachers have with the business community can be used to make similar contacts for other academic teachers who wish to use resource persons from that community in their classrooms. In this way, such teachers can serve to effectively increase the number and variety of resource persons available to teachers who, in the past, have concerned themselves only with the "college-bound" students.

The vast amount of experience business and office occupations teachers have accumulated in translating performance evaluation measures into grades and credits represents an area of expertise to be shared with all other educators. Both the philosophical and the practical implications of using performance measures in this way, while perhaps taken for granted by those in this field, are matters that many senior high school teachers have never considered. Since many students to whom the business and office occupations teacher applies such measures are the same ones whom "academic" teachers have in their classes, there exists an easy and natural way of raising the subject with them.

The direct emphasis on general career skills which has for so many years been a part of both the business and office occupations and of the distributive education fields, can serve as an attractive and acceptable approach to providing a career emphasis for those academic teachers who are "turned off" by a direct emphasis on job-specific training. The concept of unpaid work, as part of one's total life-style, can be seen clearly in the goals of business and office occupations and of distributive education teachers and used to emphasize the importance of this aspect of career education to teachers who consider themselves as concerned only with "college-bound" students.

Opportunities for effecting change in other vocational education teachers are fully as great as are those for effecting change in the so-called "academic" teachers. Business and office occupations and distributive education teachers are both well accepted and more highly respected members of the family of vocational educators. As such, they, perhaps more than any others, will find vocational educators willing to listen to suggestions that room be found in vocational education classes for some college-bound students who want to pick up a degree of vocational skill that they could use in leisure-time work. Such practices hold great potential for helping vocational education become better accepted and, as has been well illustrated by the business and office occupations field, can improve the general quality of students who enroll for job-specific training.

The conscientious way in which both business and office occupations and distributive education teachers have used their course offerings for career exploration as well as for imparting job-specific skills is a second illustration of desired change among all vocational educators. To make room for some students who aren't sure they want to commit themselves to a full-blown vocational skills preparation program has paid handsome dividends both for the business and office occupations and for the distributive education fields. It could pay similar dividends to all vocational educators.

Further, the purposeful close working relationships between secondary and post-secondary programs of vocational preparation built by these two fields is certainly well worth emulating for all vocational areas. True, some vocational areas would have trouble finding direct counterparts at the four-year college and university level, but all should be able to relate secondary school programs to post-secondary occupational education programs at the community college level.

Concluding Remarks

All that I have been trying to say here today can be summarized in a very few remarks. First, I tried to indicate that, while the career education movement is indeed a "going and growing" movement, much remains to be done to make it effective at the senior high school level. Second, I outlined a number of changes that must take place in senior high school classrooms in order for effective career education to be provided. Third, I tried to illustrate that both the business and office occupations and the distributive education fields have been built in ways that are already consistent with these kinds of changes.

It is this belief that leads me to call teachers from both fields "career educators." Finally, I tried to suggest a number of ways in which today's business and office occupations and distributive education teachers could move to convert both academic teachers and vocational educators into "career educators." I ask it, not in the name of career education, but rather in the name of the entire student body that each of us should be dedicated to serving.

24.

Career Education: Challenges for Innovation in Community Colleges

Great similarity exists between the philosophical base of the career education and the community college movements. Career education represents a powerful and timely vehicle that holds great potential for justifying the need and actualizing the implementation of the community college movement. The community college is an ideal setting for career education. In view of this, it seems strange that as yet there has been no concerted effort to merge the strengths of these two movements in national programmatic efforts. The most obvious explanation is that both feel they are sufficiently strongly based in need so that each does not require the other to justify its existence. While this may be operationally true, it must be objectively seen as more a rationalization than a rationale. Rationalizations are used to reject reality, while rationales are used to explain and accommodate reality. I am much more in favor of rationales than of rationalizations.

The assigned topic centers itself round the word "innovation." Webster's dictionary defines "innovation" in two ways: "(1) the act or process of innovating; (2) something newly introduced; new method, custom, device, etc.; change in the way of doing things." To speak of change without simultaneously

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discussing both the *need* for change and the potential *benefits* of change can only be the worshiping of false gods. That is, those who worship change for the sake of change are individuals whose motives must be considered questionable and whose utility is of doubtful value. Here, when I speak of innovation, I feel a deep sense of obligation to specify both the need for the innovations I propose and the promise they hold for allowing the community college to better meet its obligations.

There are five kinds of "innovations" that I would like to discuss here. Each is one that uses the career education movement as a useful vehicle for specifying the need to change and the potential benefits resulting from change. Before I propose these innovations, I would like to set the stage by discussing similarities that seem to me to be apparent between the philosophical base of the career education and the community college movements.

Career Education and the Community College: Philosophical Similarities

A complete rationale for the community college extends beyond that provided by career education, and vice versa. Despite this, sufficient similarity exists, in the broad base of justification, to warrant thoughtful consideration of relationships between these two movements.

Both represent calls for educational change growing out of the changing nature of American society. Both are saying that the rapidity of societal change demands educational reform rooted in problems individuals face in readying themselves for and coping with a postindustrial service, technology, information-oriented society that, by its very nature, accelerates the rapidity of change within itself. Both place a high priority on the teacher-student relationship as a key requirement for success. Both base their stated needs for existence and their organizational patterns on conditions existing within the business-labor-industry community in which they operate. Both depend greatly on research in career development to justify their basic modes of operation. Both use the home and family structure as an essential element in their philosophical foundations. Both are deeply rooted in recognition of differing kinds of abilities existing in individuals and the basic worth and dignity of all human beings. Both worship the importance of relevance for students as a prime criterion to be used in program formulation and operation. Both are committed to accountability as judged by individual students, by local communities, and by decision makers at the state and national levels. Both place a high priority on relationships that exist between education and work. Both are concerned about the changing meanings of "education" and "work" at the present time.

In addition to these common bases in philosophy, the career education and community college movements also share some of the same basic kinds of criticisms and growth problems. Both have been falsely accused of operating in ways that detract from the importance of the baccalaureate degree. Both have been falsely accused of engaging in processes that would lower academic standards. Both have been falsely accused of trying to make things "easy" for students. In terms of growth problems, both movements were begun by local community demands for change. Both movements were started because communities felt they were needed, not because such communities were "bribed" by massive infusion of new federal dollars. Both movements have tried to picture their needs for existence in ways that neither demean nor detract from any other worthy approach to education.

The community college movement has produced buildings, staff, and instructional programs required for implementation of its basic philosophy. The career education movement, on the other hand, has produced a vehicle for gaining commitment and philosophical direction badly needed for the further growth and acceptance of the community college movement. How could one use the substance of the career education movement as a vehicle for promoting needed educational innovations within the community college? What kinds of educational change and innovation being proposed by career education could profitably be implemented within the community college setting? These two questions form our primary concern here. I will attempt to provide one possible set of answers by proposing five educational change goals, each of which has multiple action implications. It is my hope that one or more of these educational change goals and more than one of the action implications will find some degree of acceptance among members of this audience. In expressing this hope, I am of course recognizing that much of what I want to say will probably meet with less than enthusiastic reception. This of course is what anyone who pleads for change must expect. After all, the "ordeal of change" Eric Hoffer (1963) speaks about so eloquently in his writings is a very real phenomenon.

Goal One: Removing Roadblocks for Occupational Education Students

The community college movement has attempted simultaneously to meet the needs of both its occupational education students and its college transfer students in ways that will not offend the four-year college or university system nor the accrediting bodies for that system. The result has been a series of "roadblocks" for occupational education students. The career education movement, through its developmental emphasis on relationships between education and work that begin in the preschool years and continue through all of adult education, represents a rationale that could be effectively used to eliminate some of these "roadblocks."

I attempted to formulate action suggestions for change aimed at eliminating such roadblocks in a keynote speech delivered at the First Postsecondary Occupational Education Seminar jointly sponsored by AVA and AAJC in 1970 (Hoyt, 1970). That paper summarizes the rationale for each such suggested change in broad outline form. Here, I will simply try to list certain of the changes suggested in that paper which could find a strong rationale in the current career education movement. These include:

Step 1: Eliminate the artificial requirements of liberal arts courses for those who wish vocational education.

Step 2: Eliminate the artificial length of course requirements for those in vocational education.

Step 3: Eliminate the artificial limited enrollment dates for vocational education students.

Step 4: Recognize and capitalize on the contributions of secondary school vocational education.

Step 5: Resist attempts to impose process-oriented accreditation standards on the product-oriented programs of vocational education in the community college.

Step 6: Campaign actively for a financial base of operation that recognizes the higher per-student cost of vocational education.

I feel just as strongly about the need for such changes today as I did three and a half years ago when I made that presentation. While, to be sure, each has been implemented in certain community colleges, it seems safe to say that these action suggestions have not yet attained what could be called common acceptance. In most instances, even where such changes can be seen, it has seemed to me to more nearly represent "tokenism" than a genuine and complete institutional commitment. Career education cannot be fully implemented in the community college setting so long as these roadblocks remain.

Goal Two: Make Education as Preparation for Work a Major Goal of All Who Teach and All Who Learn

For too long, many community colleges, like many so-called "comprehensive" high schools, have operated as though part of their student body is getting ready for the four-year college while other students are getting ready to work. Any student who views his alternatives as "going to college *or* going to work" is in obvious directional difficulty. Clearly, many community college students enter the college transfer program with no sound or clear-cut career goals. For the community college to accept this condition is not equivalent to remaining content with its continuance. The community college, with its smaller classes and closer teacher-student relationships, is in an ideal position to help the college transfer student clarify his or her career goals. Most will have to do so, to some extent, when they enter the four-year college or university and are forced to declare their majors and minors. To emphasize the career implications of each teacher's subject matter would do much to provide positive assistance in these matters. The community college instructor faces daily problems of helping students clarify their personal value systems. Work values, as part of one's system of personal values, should certainly be clarified for all community college students – and *particularly* for those enrolled in the college transfer program.

It seems likely that if community college instructors in the college transfer program engaged in active efforts to emphasize the career implications of their subject matter, their students would learn and retain more of the substantive course content. That is, this is exactly what is happening at both the elementary and the secondary school levels. There is no reason to believe it would fail to happen in the community college setting.

If academic instructors in the college transfer part of the community college would accept this challenge to change, it would do much to help attain the kinds of effective integration between occupational education and liberal arts education that the community college movement has sought since its inception. Career education stands as a vehicle ready to assist in attaining this goal. It seems to me it is time that it be used.

Goal Three: Making Education Mean More than Schooling

All of American education has operated in ways that reflect a general philosophy that says the best way to prepare students for the real world is to keep them away from it. As a result, we build schoolhouses, construct schedules, and assign students to places called "classes" where something called "learning" is supposed to take place. Yet it is becoming increasingly apparent that: (a) relationships between education and work become closer each year, and (b) students are learning outside the walls of our institutions as well as within them. Surely when one speaks about education as preparation for work, he must be able to think of learning experiences available in the business-labor-industry community outside the walls of the institution. Many community college students, by reason of their socioeconomic status, are forced to work on a part- or full-time basis while pursuing their studies. Often the things they learn on their jobs are fully as helpful and influential in their eventual career patterns as the things they learn in their classroom. Still, we seem to want to ignore the former kind of learning and eulogize the latter. In these times, this does not make a great deal of sense.

It seems to me that the community college is in an ideal position to provide leadership to the entire higher education community in changing this pattern. To do so, several kinds of educational innovations must be considered, including the following:

(1) Granting educational credit to students who have demonstrated academic achievement through performance in their part- or full-time jobs

(2) Making the concepts of work study and work experience a generalized educational method available to all students, rather than specialized occupational education program available to only a small number

(3) Using as staff members in the community college, individuals from the local business-labor-industry community in those situations where the job skills and occupational know-how of such individuals supplement the academic background of community college instructors – in both the college transfer and occupational education portions of the community college

(4) Encouraging and providing credit to students who work as volunteers in fields related to their career choices as part of the career exploration process

(5) Encouraging individual students or small groups of students to visit various business-labor-industry settings in the community for purposes of occupational exploration and career decision making

These are but a few of the many ways in which a community college could formulate and implement educational innovations, using the presence and the resources of the total community in which the college is located. If the word "community" in the term "community college" means anything, it seems to me it surely must mean some commitment to educational innovations that recognize the total community as a learning laboratory.

Goal Four: Help Prospective Students See Relationships between Education and Work

The promise of the community college, as a unique kind of post-high school educational institution, can be most easily perceived in terms of ways in which the community college provides education as preparation for work. This kind of information, properly conveyed, can help many persons see the community college not as an inferior version of other kinds of educational institutions, but as the best of all possible educational opportunities for them.

Prospective community college students have a right to know what they can expect to happen to them if they successfully complete their chosen educational program. Increasingly, they are insisting on exercising this right through questions posed to admissions representatives and other community college officials. A general trend toward a "truth in education" emphasis is emerging throughout American education. The community college is in an ideal position to use this trend to better serve students and advance the community college movement.

A crucial need exists to provide prospective occupational education students with hard data regarding their probable occupational futures following training. While we know that they often fare better both financially and in terms of satisfaction with life-styles than do many liberal arts college graduates, it is ineffective for us to simply say so to prospective students. The Texas community college system assumed national leadership in this area two years ago when it first participated in the Texas Guidance Information Program in cooperation with the Texas Education Agency, the Texas Advisory Council on Vocational Education, and the Texas Personnel and Guidance Association. For the first time, comprehensive research data related to training and post-training occupational experiences of students in occupational education programs were made available to prospective students for the entire Texas community college system.

While this system has been used in other states, this represented the first time it was ever employed on a comprehensive, statewide basis. Although imperfect and filled with many "beginner" mistakes, that first effort has produced convincing evidence of the soundness of the approach. It would seem essential to me that Texas repeat this experience now in ways that demonstrate to the nation's community colleges that when done according to plan, the Texas Guidance Information Program is an effective answer to helping prospective occupational education students see relationships between education and work.

There is a simultaneous need to conduct follow-up studies on students who have left liberal arts transfer programs from community colleges. While some community colleges have collected such data for their own use, few have packaged it in such form that it could be used as a counseling and decision-making tool for prospective and current students in such programs. If such follow-up studies include data regarding what students do after leaving the four-year college or university, they could be immensely helpful to both community college students and to their instructors who need it in order to emphasize career implications of their subject matter. This certainly could and should, it seems to me, be done.

Goal Five: Provide Appropriate Education for Young Adults

In a recent monthly investment letter I received from a stock brokerage firm, I found some statistics that may be very familiar to you, but were new to me. According to this newsletter,

> The...25 to 39 age group grew by only about 500,000 persons in the 1950s and by approximately 700,000 in the 1960s. In the 1970s this group will grow by almost 15,000,000 (Legg Mason, 1973).

The "baby boom" following World War II has now become a "young adult boom" that will be with us for at least twelve more years. It seems to me that too many community colleges are still operating as though their primary market of prospective students must come from persons less than 25 years of age. While, to be sure, this is and will continue to be a group whose needs must be served, we must now plan equally effective programs for those in the 25 to 39 age range. Persons in that age range can be expected to increasingly experience problems of: (a) need for retraining for new occupational roles or (b) education in the wise use of leisure time (very broadly defined). Such persons live in areas served by community colleges and should find the community college both willing and able to serve them.

To do so, innovations are needed in the creation of both credit and noncredit courses, in flexible scheduling that will take work and family conditions into account, in performance evaluation, in implementation of the concept of year-round education, and in cooperative programs involving the community college with the business-labor-industry community. Certainly instruction in the home or at the work site through some form of audio or audiovisual presentations must be provided under the leadership of community colleges. Innovations in cooperative arrangements among community colleges and other kinds of educational institutions will be a necessary part of the innovative package if we are to effectively provide for continuing rises in geographic mobility. Each of these things can be done as part of a longitudinal, lifelong career education effort.

Concluding Remarks

The five major kinds of educational change proposed here are not new or dramatic departures for leaders in the community college movement. Each has been discussed and championed to some extent almost since the inception of this movement. Yet none has — as of now — become a common, national pattern in community college operations in ways that represent a serious commitment to basic change.

Career education represents a movement currently enjoying wide public support. The fifth Gallup poll of public attitudes toward education (1973, pp. 38–50), published in September 1973, shows more support for career education as a direction for change than for any other single kind of change included in that poll. It would seem to me that the time is ripe for the community college movement to use career education as a vehicle for implementing the kinds of changes proposed here. To do so would provide community colleges with an effective rationale for change that appears to have a high degree of public support and acceptance at the present time.

For the community college movement to endorse career education would in no way represent a philosophical conflict for either movement. True, it would raise serious problems among some of those still committed to the junior college, as opposed to the community college, philosophy. We would all hope that the community college movement has now attained sufficient maturity so that it neither acts nor feels that it is "junior" to any other form of higher education. Career education holds great potential for making the community college the unique form of higher education that its philosophy says it should be. In my opinion, the time to act is now.

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25.

Career Education and Teacher Education

Career education is a young movement born of uncertain parentage and without the benefit of having teacher education as its midwife. Despite its inauspicious beginning, the movement has continued to live and to grow. It seems safe to say that career education is stronger now than at any time in its brief history. Evidence justifying this statement is apparent in state departments of education, in local school systems throughout the nation, and in the U.S. Office of Education.

Evidence justifying an assertion that career education is a vibrant and growing movement would, it seems, be diffiult to amass if one were to search for it among the teacher education institutions across the land. True, some outstanding exceptions would be found, but in general it appears safe to say that the career education concept has met with less than enthusiastic acceptance and endorsement among faculty members in our teacher education institutions.

No call for educational reform can result in long-term change unless that call is heard and endorsed by our teacher education institutions. The leadership that teacher education faculty members have traditionally provided the professional education community is needed no less by career education

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From remarks presented to the USOE Career Education and Teacher Education Conferences in Philadelphia, Kansas City, and Salt Lake City, March 4, March 18, and April 30, 1975.

simply because the movement was not born in a teacher education institution. That leadership is sorely needed now in meeting in-service education demands, in further developing and refining the conceptualization of career education, and in producing and disseminating both basic and applied research that is germane to the testing and production of hypotheses related to career education. Above all else, the long-run future of career education will be directly dependent on the willingness and ability of teacher education institutions to change preservice programs for educational personnel in ways that reflect the career education emphasis in American education.

When one considers the tremendous groundswell of local, state, and national activity in career education, one can conclude that career education represents a topic that should be considered appropriate for discussion and consideration by teacher education institutions. This of course is not to say that it merits the endorsement and active involvement of such institutions. On the contrary, one could, if sufficiently opposed to the career education concept, contend that it represents a cause for concern and consternation. In any event, it seems safe to say that career education represents a topic that should no longer be ignored by faculty members in teacher education institutions.

Basic Assumptions of Career Education

A variety of philosophical and programmatic assumptions of career education is found in USOE's official policy paper on career education titled "An Introduction to Career Education" [see chapter 1]. No attempt will be made to review all those assumptions here. Instead, I will try to state and regroup some of these assumptions which appear to hold the most serious implications for decisions to be made by teacher education institutions.

Assumption One

The increasingly close relationships between education and the world of paid employment should be reflected in educational change.

It is a fact – not an assumption – that increasingly some set of learned occupational skills is a prerequisite to employment. It is fact, not assumption, that almost all persons – females as well as males, college graduates as well as high school dropouts – will be seeking paid employment at some time after leaving the formal education system. It is fact, not assumption, that career education's emphasis on helping all students understand and capitalize upon these relationships has struck a responsive chord among students, parents, and the general public. It is fact, not assumption, that American education, as presently structured, is not designed to help all students do so.

It is assumption, not fact, that education as preparation for work should become a major goal of all who teach and all who learn. It is assumption, not fact, that educators should be concerned about what students will do with the education they receive. It is assumption, not fact, that teachers should be concerned about motivating students to learn as well as being concerned about imparting instructional content. Career education makes each of these assumptions in its call for change.

It will be easy and perhaps natural for many teacher educators to react to these assumptions by saying each has been an inherent part of teacher education programs for years. To the extent that this is so, the call for *change* is of course superfluous. Before this part of career education's call for change is rejected, I hope that serious thought will be given to these assumptions. It is obvious that some teacher educators may believe and operate as though what students choose to do with the education they receive is a matter that should be left to the student to decide. It is certainly a question worthy of discussion and resolution.

Assumption Two

The word "work" is a viable one for use in the conceptualization of career education.

"Work" is a four-letter word – and is so regarded by large segments of American society. Yet career education has made a basic assumption that "work" is a viable word to use in conceptualizing career education. Let me tell you what we had in mind when we made that assumption and why we made it.

We wanted to find a word that would have developmental connotations consistent with the basic principles of human growth and development round which our education system is structured. It should have developmental implications beginning in the elementary school and continuing through the entire system of education. We believe the definition of "work" we are using meets this requirement.

We wanted to find a word that carried humanistic connotations. We did not want to conceptualize career education simply round a model of economic man. We wanted to avoid the necessity of asking American education to devote a substantial portion of its energies to preparing students for the many kinds of dehumanizing conditions found in today's world of paid employment. Rather, we sought a concept that held positive potential for humanizing the workplace both in the world of paid employment and in leisure-time activities.

To accomplish these purposes, we could not afford to adopt the popular meaning of "work" that in the eyes of many makes it synonymous with "labor." Instead, we had to redefine "work" as follows:

> "Work" is conscious effort, other than that involved in activities whose primary purpose is either coping or relaxation, aimed at producing benefits for oneself or for oneself and others.

This definition is intended to cover activities in the entire world of paid employment. It is also intended to include the work of the volunteer, the full-time homemaker, and the student, and work performed as part of one's leisure time. Its basic emphasis is on the human need of all human beings to do, to accomplish, to achieve. It is a concept that allows persons to see both *who* they are and *why* they are through discovering what they have *done*. Its emphasis on achievement is designed to meet both society's needs for productivity and the individual's need to find personal meaning and meaningfulness in her or his total life.

By focusing on achievement, career education obviously ignores such other important purposes of American education as those concerned with helping individuals enjoy, appreciate, understand, and think about all of life and all of living. In this sense, it runs no risk of being considered synonymous with all of education. Surely the implications this assumption holds for balancing a "learning to do" with a "doing to learn" emphasis in American education is one that will not find universal acceptance among American scholars. It does carry strong connotations supporting those who argue that an activity approach to the teaching-learning process has merit, that books represent only one of many learning tools, and that the classroom represents only one of several kinds of learning environments. We cannot and should not expect all faculty members in our teacher education institutions to support or to endorse this assumption.

Those who find they can endorse this concept will see immediately that we are talking about emphasizing a "success," rather than a "failure," approach in the classroom – an approach that helps the student see what she or he has been able to accomplish, not how each failed to accomplish. It asks that we emphasize helping students "do" before we urge them to "do better." These and many other implications will be obvious to those who attempt to change teaching methodology in ways consistent with this assumption.

Assumption Three

The days of educational isolationism, both within and outside our formal education system, are past.

Two key words – "infusion" and "collaboration" – are inherent in the career education concept. We use the word "infusion" in several ways. Here I am speaking about our attempts to eliminate false barriers at the secondary school level among things labeled "academic," "general," and "vocational." By "collaboration," I am referring to attempts on the part of the formal education system to join forces with the home and family structure and with the business-labor-industry-professional-government community in a total career education effort.

Career education seeks to make education as preparation for work a major goal of all who teach and all who learn. To do so demands that all teachers at all levels of education accept responsibility for equipping students with general career skills — including the basic academic skills of oral and written communication and mathematics, good work habits, and exposure to a wide variety of work values. It also asks all teachers to emphasize the career implications of their subject matter in terms of both paid and unpaid work. Finally, it calls for opening up the widest possible range of educational options to all students — to the elimination of "tracking" in narrow curricular areas, and the assignment of students to various "tracks" based on scholastic aptitude. In short, it aims to bring what have been called "academic," "general," and "vocational" educators together into a single family of professional educators who share the purpose of education as preparation for work.

By "collaboration," we mean, in part, using the business-labor-industry-professional-government community as a learning laboratory that provides observational, work experience, and work study opportunities for students — and for those who educate students, the teachers, counselors, and school administrators. It proposes to view work experience as an educational methodology available to all students rather than a special kind of educational program available to only selected students from vocational education. We also mean to encourage the use of personnel from the business-labor-industry-professional-government community as resource persons in the classroom. Finally, we intend to emphasize performance evaluation approaches that recognize students can and *do* learn outside the four walls of the school.

In part, "collaboration" refers to involvement of the home and family structure in the career education effort. This involves helping parents reinforce the positive work habits and attitudes we seek to impart in the classroom through viewing the home as, in part, a workplace. It also involves using parents as career resource persons in the classroom. Finally, it means involving parents very systematically in the school's attempts to assist students in the career decision-making process.

To many of today's teachers, these kinds of changes seem both large and highly distasteful. A very great deal of in-service education in career education has already been devoted that is aimed at helping today's teachers change in ways consistent with this assumption. The only hope for the long run of course is that current teacher education programs will change in ways implied in this discussion. When one considers that such change might involve such things as (1) encouraging prospective vocational education teachers to learn something about elementary education, prospective counselors to learn something about vocational education, undergraduate teacher education majors to acquire some work experience outside the field of formal education, and (2) bringing members of the business-labor-industry-professional-government community into educational methods classes as resource persons, it is obvious that career education is asking that the principles of "infusion" and "collaboration" be applied to teacher education as well as in local school districts. Faced with this magnitude of change, one is not surprised that a career education emphasis has not yet come to very many teacher education institutions.

Assumption Four

All professional educators are key functionaries in implementation of the career education concept.

From the outset, career education has avoided asking to be established as a separate "subject." Further, it has not asked for new physical facilities or for any substantial increases in educational staff. Instead, it has proceeded under an assumption that each of today's professional educators has a key and critical role to play in implementing the career education concept.

We have asked elementary, middle, junior high, and senior high school teachers to reduce worker alienation in the classroom – their own as well as that of their students. To do so, teachers are encouraged to use career implications of subject matter as one means of motivating students to learn more in school. More than this, we have asked teachers to consider changing the entire teaching-learning process through "inventing" new materials, new ways of using the total community as a learning laboratory, and new ways to use community resources as supplements to the teacher's efforts to help students learn. We have assumed that if these things can be accomplished, both teaching and learning will be more appealing and classroom productivity – i.e., increased student achievement – will result. There is some evidence now accumulating that appears to be validating this assumption.

We have asked school counselors to provide a greater emphasis to career guidance, to share their expertise with teachers and become more involved in helping classroom teachers, to emphasize accomplishments as a means of student appraisal and of increasing student self-understanding, and to become more involved in working with both parents and members of the business-labor-industry-professional-government community. We have asked curriculum specialists to encourage the development of teacher-made learning packages, teacher creativity in devising new and different ways of attaining curricular goals, and the use of a wide variety of kinds of curricular materials.

We have asked school administrators to recognize that educators cannot implement an effective career education effort unless both the home and family structure and the business-labor-industry-professional-government community are involved in that effort. Consequently, we have asked administrators to create conditions for teachers to use the community as a learning laboratory and to use persons from the broader community as resource persons in the schools. We have also asked school administrators to work with curriculum specialists and faculty members in broadening opportunities for all students to take advantage of the full range of educational offerings through eliminating curricular barriers that lock students into a narrow range of possible choices.

Note that we have *not* asked teacher education institutions to create a new graduate or undergraduate specialty titled "career education," to start awarding degrees in career education, and so to leave all other departments free to operate as they have in the past. On the contrary, we have asked for changes in every part of the teacher education institution that reflect a career education emphasis. This of course is not to say that the institution should not consider adding one or more courses carrying the words "career education." We are only saying that the addition of such courses bears little relationship to what we would regard as the teacher education institution's commitment to change called for by career education.

Long-Run Implications of Career Education for Teacher Education

Finally, there are a few long-run implications of career education for teacher education that must be mentioned. While none can be fully developed here, I would hope that each might be discussed during deliberations at this conference.

It should be readily apparent that the examples of educational change discussed here logically lead to consideration of other related avenues to educational reform. Perhaps most obvious will be such concepts as the year-round school, an open-entry/open-exit approach to education, and various alternatives to use of the traditional Carnegie unit as a means of measuring and recording educational accomplishment. It should be equally obvious that in many ways career education can be used as a vehicle that would have great public support for accomplishing some needed educational reforms that many educational leaders have championed for many years. It is not correctly pictured as a set of radical ideas recently invented by a few educational "crackpots."

The emphasis on community involvement in the educational process found in career education is a good example. This emphasis of course is basic to the entire human services movement – and I consider career education to be a part of that movement. It is seen today in the emphasis on community schools and on continuing education. Similarly, career education's emphasis on reduction of race and sex stereotyping in career choices represents only part of American education's current commitment to open full developmental opportunities for minority persons and for females. I see no basic ways in which the career education movement is inconsistent with other current calls for reform in American education.

It seems to me particularly crucial that our teacher education institutions assume leadership responsibilities for placing career education in proper perspective for their current students and for keeping it in proper perspective for all of American education. It is abundantly clear that career education is currently extremely popular in both local school districts and in state departments of education. It is equally clear that its current level of popularity in such settings is so high that it is certain to decline in popularity, to some extent, within a relatively few years. At the very least, it would seem that students currently in teacher education institutions should be made aware of the career education concept. It is hoped that some teacher education institutions will choose to provide their students with career education competencies. In the long run, however, perhaps the greatest responsibility facing teacher education leadership personnel will be one of keeping career education in proper perspective, both now and in the future, as only one part of American education and as only one among several possible vehicles for use in effecting educational change.

It is my hope that I have succeeded in convincing you that career education represents a topic that is crying for consideration by faculty members in teacher education institutions. I am aware of the fact that the dedication of individual faculty members to their own professional specialties leaves little room or time for consideration of topics outside those particular specialties. It is because I believe the career education concept is one that holds potential for bringing greater meaning and excitement to each professional specialty that I urge its consideration. There is something in it for you and for all of us.

26.

Career Education and the Teaching-Learning Process

Almost from its inception, career education has been pictured as a collaborative effort involving the formal education system, the home and family structure, and the business-labor-industry-professional-government community. As it has been conceptualized, important roles and functions have been suggested for personnel from each of these three segments of society. Repeatedly, we have emphasized that unlike earlier moves toward educational reform, career education is not something that school personnel can do by themselves. Within our system of formal education, we have suggested that all educational personnel need to be active participants if career education is to be effective. We have stressed, as strongly as possible, our belief that career education does not represent a function to be assigned to a single individual in the school or relegated to any particular part of the curriculum.

Career education's cry for collaboration has camouflaged the crucial importance of the classroom teacher to the success of career education. Equally important, it has tended also to camouflage the many and varied implications for change in the teaching-learning process called for by career education. Of all we have asked to become involved in career education, the greatest potential for effectiveness and the greatest challenges

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From an unpublished paper written in 1974.

for change lie in the teaching-learning process. It is my purpose here to attempt to both defend and explain this contention.

The need for and the current status of career education have been discussed elsewhere. These topics are therefore purposely ignored here. Instead, I would like to specify the major kinds of changes called for in the teaching-learning process and the key importance of the classroom teacher in effecting such changes. To do so, four topics must each be briefly discussed: (1) the rationale for career education in the classroom, (2) the use of career implications of subject matter as motivational devices, (3) implications of expanding the parameters of the teaching-learning process, and (4) implications of career education for the philosophy of teaching.

Before proceeding, I must make two points clear. First, there are many in career education who do not agree with my contention that the classroom teacher is the key person in career education. Second, my thoughts on this topic are still evolving and I will welcome your criticisms and suggestions. Having made these two admissions, let us proceed.

A Rationale for Career Education in the Classroom

Career education seeks to make education as preparation for work a major goal of all who teach and all who learn. To attain this goal, career education has formulated two broad objectives: (1) to increase relationships between education and work and the ability of individuals to understand and capitalize on these relationships, and (2) to increase the personal meaning and meaningfulness of work in the total life-style of each individual. Both of these objectives deserve brief discussion.

As we all know, relationships between education and work are becoming closer and closer as we move into the post-industrial, service-information-technological society of today and the foreseeable future. Demand for unskilled labor continues to decline. Demand for persons with specific learned occupational skills continues to increase. The American system of formal education must accept increasing responsibility both for providing individuals with general career skills required for adaptability in our rapidly changing society and for teaching specific career skills that can be used in making the transition from school to the world of paid employment. Our students will be unable to take full advantage of these relationships between education and work until and unless they know about them. They will not learn about them if teachers continue to ignore the topic. In essence, this is the rationale behind career education's efforts to attain this first objective.

The second objective – i.e., making work a more meaningful part of the individual's total life-style – is considerably more basic to career education's call for change within the classroom. A full discussion of this objective would extend far beyond the classroom and the teaching-learning process. Here, only that part of the rationale which pertains to the classroom itself will be discussed.

In career education, the word "work" is not limited to the world of paid employment outside formal education. On the contrary, "work" is defined as "conscious effort, other than that whose primary purpose is either coping or relaxation, aimed at producing benefits for oneself or for oneself and others." Thus, in addition to the world of paid employment, this definition covers the unpaid work of the volunteer and the full-time homemaker and work in which individuals engage in the productive use of their leisure time. For our purposes here, the prime point I want to emphasize is that it also includes the work of the *student* and the work of the *teacher*. In the conceptualization of career education, every full-time student has a vocation (i.e., a primary work role); namely the "vocation" of student. Similarly, every teacher has an occupation (i.e., a primary work role in the world of paid employment); namely, the "occupation" of teacher. We begin with an assumption that both teachers and students supposedly come into the classroom to *work*. (The fact that in many classrooms one would have difficulty seeing this assumption being applied makes it no less valid as an assumption.)

In the larger society, positive relationships have been established between productivity (output per person-hour) and reduction in worker alienation. There is every reason to believe that these same kinds of positive relationships can and do exist for the work of the student and for the work of the teacher. If worker alienation can be reduced among students and teachers, educational productivity – i.e., increases in academic achievement – should result. Evidence justifying this reasoning has already been accumulated in career education programs operating in such widely diverse places as Hamlin County (West Virginia), Dade County (Florida), Santa Barbara (California), and Philadelphia.

It is no secret that today we have many students who are alienated from their work. They don't like to learn in the classroom they are in. When this happens, we often find teachers who are alienated from *their* work. They don't enjoy teaching. By applying the general principles used in reducing worker alienation to both students and teachers, it seems reasonable to assume that educational productivity will increase.

Common strategies for reducing worker alienation include those such as: (a) increasing the variety of work assignments, (b) increasing autonomy of the individual worker, (c) providing workers with perspective regarding the importance of their work, (d) providing workers with more opportunity for closer personal interaction, (e) providing workers with rewards for quality work completed on time, and (f) encouraging workers to use their own creativity and ingenuity in devising ways of attaining desired outcomes. It should be immediately apparent to those who have studied the literature of career education that many of the classroom strategies and methods proposed by career education are directly aimed at reducing worker alienation among students and teachers.

In career education, we are trying to get away from the educational assembly line that finds persons going to school so that they can go on to more schooling. We are trying to free teachers and students so that they can be as innovative and creative as we believe they really are. We want students and teachers to gain personal meaning and meaningfulness from their work. We do so in order that student achievement can be increased.

Use of Career Implications of Subject Matter as Motivational Devices

In my opinion, an instructor is one who imparts subject matter to students. On the other hand, a teacher is one who, in addition to a concern for imparting subject matter, is also concerned with helping students understand reasons why it is important to learn the subject matter. Career education emphasizes education as preparation for work. In doing so, we have contended that *one* of the reasons students go to school is so that they can engage in work after leaving the formal education system. If teachers can show students how the subject matter relates to work that the student may some day choose to do, we have assumed that students may be motivated to learn more subject matter.

The career implications of subject matter represent a source of educational motivation that should apply to all of the students some of the time. It may apply to some of the students almost all of the time. If career is defined as the totality of work one does in her or his lifetime and if work includes unpaid activities as well as the world of paid employment, it would seem that career implications exist for every subject. For almost all subjects, career implications exist pertaining to the world of paid employment. In others, the majority of career implications pertains to the work individuals may choose to do in the productive use of leisure time. It is important and appropriate that both kinds of career implications be made clear to students.

Two additional observations are equally important to emphasize here. First, education, as preparation for work, represents only one among several basic and fundamental goals of American education. Thus the use of career implications of subject matter as a source of educational motivation should be thought of as only one of a variety of ways in which teachers seek to help students find a sense of purpose and purposefulness in learning subject matter. Second, and related to the first, the presence of multiple goals for American education makes it obvious that when we consider all that is taught in classrooms, we see that large segments are taught for purposes of attaining other worthy goals of American education and thus have no direct career implications whatsoever.

I am always distressed when a teacher in effect apologizes to me for not having stressed career implications of subject matter while I am observing a class. Sometimes there are none. The worst thing we could do is to attempt to fabricate career implications. All we have ever said to teachers is to try to emphasize career implications, where they exist, as *one* source of educational motivation. We are not trying to take time away from imparting subject matter. Rather, we are simply asking teachers to consider using career implications of subject matter, where appropriate, during that time any person who deserves to be called a "teacher" takes to show students why it is important to learn the subject matter.

Implications of Expanding the Parameters of the Teaching-Learning Process

Career education exponents have proclaimed widely their belief that students can learn in more ways than from books, in more settings than the formal classroom, and from more persons than the certified professional teacher. Such pronouncements seem to have astonished and even upset some teachers. This is most unfortunate. Rather than being in any way a threat to the teacher, these pronouncements are intended as ways of expanding the parameters of the teaching-learning process and thus to increase the variety of options open to the teacher, along with opportunities for the exercise of teacher innovativeness and creativity. No one, so far as I know, is talking about replacing either teachers or classrooms. I think we know better than to try that.

We are saying that it is time we rid ourselves of the false assumption that the best way to ready students for the real world is to lock them up in a classroom and keep them away from that world. We are saying that many learning opportunities exist in the broader community outside the classroom, and that if we make provisions for our students to learn in that broader community as well as in the classroom, perhaps our students would learn more. We are saying that there are persons in every community who, instead of learning in a schoolroom, learned by "coming up through the ranks" and that some of what they learned may be valuable for some of our students. We are saying that the use of resource persons in the classroom can *supplement* efforts of the professional teacher who will also be in that classroom. We are saying that many instructional materials exist in the broader community that can and should be brought into the classroom and used.

Most importantly, it seems to me, we are saying that our prime concern should center round how much students learn — not on where they learn, how they learn, or from whom they learn. The teacher who uses expansion of student opportunities for learning what the teacher is charged with teaching as a prime criterion for planning the total teaching-learning process will almost surely find that more than the teacher, the student, and the book are involved. One of career education's basic tenents is that the days of education isolationism are past. I hope that we could all understand, accept, and act on that fact.

Implications of Career Education for the Philosophy of Teaching

Finally, I would like to comment briefly on what seems to me to be implications of career education for the philosophy of teaching. Of all I have said here, this topic is bound to raise the most controversy and the most disagreement. Because it seems so important to me, I feel I must try to communicate some of my thinking on this topic to you.

First, I believe career education urges the teacher to emphasize accomplishment — productivity — outcomes for all students. Factors making for productivity have been known for years. They are in general referred to as "good work habits." They include encouraging each student to try to do the best she or he can to finish assignments, to cooperate with others, and to come to the classroom (the work setting) on time. I am one who believes that the time has come to reemphasize the practice of good work habits in the classroom and to reward those students who learn and practice them. If in the early elementary school, all students could be encouraged to learn and practice good work habits, I firmly believe that fewer complaints would be heard from employers who hire these students after they've grown up and left the school system. I also believe that the practice of good work habits would enhance educational achievement. I think they should be taught consciously, conscientiously, and proudly.

Second, I believe that every student has a right to know why it is important to learn that which the teacher tries to teach. If career implications of subject matter are not present or not valued, then I believe the teacher has a responsibility for providing other reasons why the students must learn. In short, I firmly believe that the purpose of education must extend beyond education itself – that education must be preparation for *something*, for one or more of the life roles the student will play as an adult.

Third, I believe that the teaching-learning process would be more effective if we emphasized success, rather than failure to our students. That is, I believe that we have spent far too much time urging our students to do better without giving them sufficient credit for what they have already done. We have all seen small children start school as active learners and then become completely "turned off" from all attempts to learn before they reach the fourth grade. I have a sincere feeling that this must be caused for many students in part by teachers who tell them how they have failed, what they did wrong, and how other students did better. Career education seeks to help every student understand that she or he is someone because she or he has done something. The fact that other students have done more or better, while not unimportant, is irrelevant to the fact that this student has accomplished – has worked. I think students would work harder in the future if we gave them credit for the work they have already done.

Finally, I believe that every teacher should be interested in and express interest in career aspirations of students. Years ago we used to say that "every teacher is a counselor." That phrase tended to disappear from popularity when professional counselors were rapidly increased in our schools. I think it is time that the phrase be revived. I think teachers should be concerned about and involved in helping students answer the question "Why should *I* work?" This of course is a matter of work values, and these values will be highly influenced by the culture of the home and family structure of the student. That is why I believe teachers should make conscious efforts to relate more closely and more often with members of the student's family. Problems of both race and sex stereotyping are currently preventing many minority students and many females from considering, let alone choosing, from among the broad range of career options that should be made available to them. Many of these stereotypes are reinforced in the textbooks teachers use in the classroom. If teachers do not take an active interest in solving this problem, I do not believe it will ever be solved.

Concluding Remarks

The emphasis here has, it is hoped, been limited to the topic of career education and the teaching-learning process. By so limiting my remarks, I have failed to consider a variety of other topics that I know are of interest to members of the Association of Supervision and Curriculum Development – including such matters as the year-round school, the open-entry/open-exit education system, performance evaluation dangers of the Carnegie unit, the elimination of tracking in the senior high school, or implications that USOE's fifteen occupational clusters hold for curriculum change.

Instead, I have chosen to concentrate on the teacher, the student, and the teaching-learning process. I did so because in my opinion unless career education is understood and implemented by classroom teachers, anything else we do in the name of career education will matter very little.

V.

The Future of Career Education

27.

Answering the Critics of Career Education

Critics of career education, while not numerous, are becoming increasingly vocal. Those of us in the field of career education welcome criticism of our ideas and our actions because healthy criticism provides a forum for controversy. Moreover, if we cannot provide reasonable answers to those who criticize us, we don't deserve to exist.

To date, critics appear to represent a variety of philosophical views. They have employed a number of "attack" strategies, some of which are legitimate and some of which are not. There appear to be eight kinds of basic criticisms being voiced. While the authors use a variety of labels and words in expressing their criticisms, the basic criticisms seem fairly clear. Of the eight, five appear to be legitimate concerns. The remaining three seem more properly categorized as "phony objections."

Legitimate Concerns

The five criticisms that I have called "legitimate concerns" are discussed in the following paragraphs.

From a paper written in 1974 and later published in the *SRA Guidance Newsletter* (March-April 1974).

Career Education Hasn't Been Clearly Defined

Several critics have pointed out that while the U.S. Office of Education has pictured career education as a top priority, there is no official USOE definition of the term. Further, the many definitions springing up in the literature sometimes vary greatly in their meanings and implications.

This criticism can be answered in part by pointing out that USOE doesn't even have one official definition of "education" – and yet education dollars are being spent now just as they have for a good many years. Further, there is a multitude of educational terms – "curriculum," "supervision," "counseling," and "accountability" – that carry no single USOE definition and have a wide variety of definitions existing among "experts" in each field. For both of these reasons, I find it neither surprising nor uncomfortable that no single definition of "career education" appears to have been officially adopted by the Office of Education.

More importalty, it would seem inadvisable to urge a single USOE definition at this time. The controversy that has been generated by the multiplicity of definitions now in existence has been healthy for career education in three ways. First, it has made for interesting debate and so brought the topic to the attention of many persons. Second, it has provided a framework for developing and gaining consensus on basic career education concepts. It helps all of us to know where we are and what progress (or lack of progress) we seem to be making.

Most importantly, to encourage many to define career education is an effective way of gaining supporters for the movement. The effort required in formulating a definition helps the definer think more clearly about the topic and about his or her own personal value system. We need all the "career education crusaders" we can find. The definitions currently around, while differing sharply in some obvious ways, contain an amazing amount of conceptual agreement. Those who are urging that career education be abandoned because no single national definition exists have, it seems to me, a weak case indeed. Personally, I hope to encourage an even greater variety of definitions. I continue to express my own, not because I want everyone else to adopt it, but simply so that my position will be clear.

Career Education Is Inviting External Control of Our Schools

An increasing number of persons seem alarmed that career education seeks the active involvement of the business-labor-industry community and the home in its organizational structure, management, and policy direction. It seems likely that as this aspect of career education is better understood, still more objections will be raised. Thus an explanation appears in order at this time.

Career education from the outset has based much of its concern round the ever-increasingly close relationships that exist between education and work. We have said that we must rid ourselves of the false assumption that the best way to prepare people for today's world of work is to keep them away from it. Further, we have said that "education" means more than "schooling" and that part of the "education" needed today by many persons may be more effectively gained through some combination of school and work. Finally, we have said that many persons from the business-labor-industry community are needed within the schools to help our students learn some things about work and the world of work that we cannot teach them.

There is no way that education can expect the kind of massive involvement we seek of the business-labor-industry community if schools retain exclusive control over all career education decisions. Work experience and work study programs, exchange programs between educators and persons from the business-labor-industry community, preapprenticeship programs, classroom resource persons from the business-labor-industry community, and field trips all require considerable expense and create problems for both management and union personnel. Those of us in formal education certainly don't know with exactness how such problems can or should be solved.

How can we expect employers to hire high school students, on a part-time basis, who aren't capable of earning the minimum wage the employer must pay? How can we encourage preapprenticeship experiences for youth in ways that are consistent with the labor union movement? How can our students be most efficiently scheduled for purposes of gaining experience in the business-labor-industry community? How can industry give students credit for some of what they learn in school, and how can schools give youth credit for some of what they learn in the business-labor-industry community? A large portion of the expertise required for answering such questions is in the business-labor-industry community itself, not in the minds or backgrounds of those of us in formal education. It is *collaboration* – not just *cooperation* – that we need for career education to work. We cannot expect collaboration if all program decisions are made by educators.

Those who fight to retain the educational isolationism of the past are waging a losing battle. Our public school systems will increasingly be expected to serve the public – including a wide variety of adults in need of recurrent education. The increasing needs of our citizens for continuing education – both vocational and avocational in nature – must somehow be met by total community programs of which the public school system will be but one part. Career education represents only one of a number of forces currently trying to emphasize the urgent need for total community involvement in meeting the growing and changing educational needs of persons in our society.

There is no doubt that career education proposes broader community involvement in educational decision making. Rather than react in a frightened and threatened manner, it would be much wiser and much more fruitful if educators assumed a leadership role in making such community involvement a positive reality. It seems better to take a leadership role than to wait for someone else to take over.

Career Education Will Lower Educational Standards

As career education has moved to open up educational options for both youth and adults, several have raised objections in the name of "educational standards." Such persons point with alarm to our suggestion that not every student in high school should be required to have four units of English, three of sciences, four of social studies, and two of mathematics in order to graduate. They fear that if we open up more options, large numbers of youth will take the "easy way out." Moreover, they fear that if students take a narrow-track vocational education program, they will not be prepared to cope with the rapidity of societal change they will encounter as adults. Several points must be made as forcefully and as clearly as possible in order to answer such fears.

First, it is vital to recognize that career education, far from ignoring the need for adaptability, places high priority on this need as an essential part of the rationale for career education. We place special emphasis on the growing need for basic education – reading, mathematics, the social sciences, and the natural sciences. By showing students, beginning in the elementary grades, the importance of such subject matter, we hope to encourage them to learn more, not less. Career education's concern is for increasing educational achievements, not lowering standards.

Second, and along these same lines, career education is emphasizing vocational skills training in broad occupational clusters that leave many kinds of occupational options open to students. The narrowing of emphasis that necessarily takes place near the time the student seeks to enter the occupational world is accomplished within a very broad perspective that keeps long-run options open and clearly visible to the student.

Third, let us examine the educational "standards" that career education seeks to change. When such standards are examined carefully, they are seen to be those contemplating college attendance. It is precisely these kinds of "standards" that have turned off many youth from traditional education. They don't need to be told "You don't qualify for college" because they never thought about going in the first place. Instead, they need to see relationships between what they study in school and what *they* will do with it when they leave. Remember, we are not talking about a small group of students. Rather, we are talking about the 80 percent of today's high school students who will never become college graduates. Increasingly, numbers of such youth will be seeking education beyond high school but not the baccalaureate degree.

Fourth, it seems important to point out that the perceptions secondary school educators have of what is "required for college entrance" have changed more slowly than perceptions of colleges themselves. Very few colleges today actually *require* a highly structured sequence of high school subjects. Many colleges are willing to open their doors to high school graduates, no matter what program they took in high school. Moreover, increasing numbers are willing to admit, upon completion of examinations, persons who dropped out of high school. The eight-year study demonstrated, more than thirty years ago, that the pattern of courses pursued in high school bears no relationship to success in college. This trend toward liberalization of college admissions standards seems certain to grow – especially at the community college level. There is less and less reason to believe that there is one best pattern of high school courses to pursue even for the 20 percent of today's high school students who will someday become college graduates. We have raised standards we could neither define nor defend for long enough. It is time to pay relatively more attention to student needs to see themselves as learners and relatively less to our own needs for artificial status.

Finally, parents who believe that opening up educational options will lead their children to take the "easy way out" are seriously lacking in confidence in themselves and in their children. Too many parents have hidden behind school "requirements" rather than entering into discussion of educational and vocational plans with their children. We believe that students will, if given a number of options, choose those that best fit their perceived plans for the future. We are confident that students enrolled in programs that they *chose* will be more highly motivated to learn than if they are in a "required" program. Any optional program can have numerous program requirements, but a program requirement is quite a different thing from a required program. Most students will listen to their parents and will welcome discussing educational plans with them. The increased parental involvement that we seek in career education includes parent-teacher-counselor discussions of the meaning and implications of various options. Assistance in acquuiring decision-making skills is a key part of career education for students. We cannot and do not apologize in career education for our efforts aimed at expanding educational options for all and for providing increased assistance to each in choosing wisely from the widest possible range of alternatives. This in no way is a lowering of educational standards. Rather, it is a means of creating educational standards that will provide a set of meaningful challenges for *all* students. Our basic assumption is that if students have chosen to learn, they will learn more.

Career Education Is Anti-Intellectual in Nature and Goals

With career education's emphasis on alternatives to college attendance and on relationships between education and work, it is easy to see why some see this movement as anti-intellectual in nature. Those having such fears deserve to know what it is that career education is against and what it is for.

Career education is not against intellectualism, but it is against intellectual snobbery. That is, we are opposed to those who believe that: (a) all things really worth knowing are found in books, or (b) those who go to school the longest know the most, or (c) it is more important to think about problems than to solve them, or (d) those with the most education are entitled to more status than those who didn't complete college, or (e) it's more valuable to think with your head than to do with your hands. To whatever extent our opposition to such notions makes us anti-intellectual, then we must admit that the accusations are true.

Most of our accusers, however, do not attack us on these grounds because they don't know this is what we believe. Instead, the attacks seem to stem from a feeling that in order to emphasize relationships between education and work, we must be deemphasizing other worthy educational goals. Nothing could be farther from the truth. We have not tried to build the case for career education by attacking the liberal arts. All we have said to those in liberal arts has been a plea to let students know what they will gain from studying the liberal arts so that they can choose whether or not this is what they want. This apparently has seriously threatened those who fear that if students are allowed to choose, they might not choose a course in medieval history or Shakespearean theater. The challenge, as we see it, is to make such courses so appealing or so obviously valuable to students that sufficient numbers will choose them. In this sense, *we* are certainly not *opposed* to the liberal arts. We simply say there is no automatic goodness about them that justifies forcing all students to struggle with their content – no matter how poorly organized and presented it is.

To say that we are in favor of emphasizing relationships between education and work does not automatically place us in opposition to any other worthy educational goal. Most of us in career education try very hard to make clear that our goals are only part of education's total set of goals. We can and do promote our goals without being critical of any others.

To say that there has been an overemphasis on the importance of a college degree in our society is simply to point to a societal condition in need of correction. To say that more students should be enrolled in vocational education at both the secondary and post-secondary school levels is simply to recognize the reality of our current occupational society and the future trends that can be predicted for the years immediately ahead. Neither of these statements is in any way anti-intellectual in its nature. On the contrary, they are statements that the true intellectual should be able to recognize as reasonable and reasoned perceptions of reality in these times.

Career Education Is Anti-Humanistic

The most unfair criticism that has been voiced against career education is that it is anti-humanistic in its nature and goals. Those voicing such criticisms seem to believe that career education is trying to salvage the free enterprise system by reviving the classical work ethic, inculcating youth with this ethic, and preparing them to accept the kinds of dehumanizing conditions found in the workplace today. This kind of false belief, above all others, must be destroyed.

First, career education's basic concern rests with the concept of work, not occupations. We define work as *effort aimed at producing benefits for oneself or for others*. Thus we are concerned about a very basic *human* need – namely, the need to do, to accomplish, to achieve something. It is a need to find out *who* you are and *why* you are through what you have been able to do. It is this need that has not been well met for millions of employed workers and for millions of students in our schools.

This definition obviously includes unpaid work as well as paid employment. A career is defined as *the totality of work one does in his or her lifetime.* Obviously, then, when we speak of work we mean more than "jobs," and when we speak of careers, we mean more than occupations. We are talking about a very humanistic concept indeed. Far too few people have seemed to sense this yet.

Second, in career education, we do not emphasize the work ethic. Rather, our primary emphasis is on work values. That is, we are not primarily concerned with making people feel a societal obligation to work. Rather, we are concerned with helping each individual discover ways in which work can become a meaningful and rewarding part of his or her life.

Third, career education recognizes that a great deal of dehumanization currently exists in the workplace and is vitally concerned with attempts to reduce worker alienation. We recognize that the presence of both overeducated and undereducated workers have contributed to worker alienation and seek to change our education system in ways that will help correct these kinds of imbalance. We are an active part of the total societal effort to humanize the workplace to the greatest extent possible consistent with the goals of our free enterprise system.

Fourth, career education also recognizes that very stringent limits exist with reference to humanizing the workplace in the world of paid employment. No matter how colorful the wallpaper or how soft the piped-in music, the dishes still have to be done in every restaurant. We know that under the best of circumstances, there will still be many jobs that are dull, routine, uninteresting, dirty, difficult, dangerous, or boring in their basic nature. Such jobs will not allow the individual's need to work – in a humanistic sense – to be met at his or her place of paid employment. That is why in career education we also emphasize unpaid employment, the possibilities of work as one way of using part of one's leisure time, and the work of volunteers in many parts of society. Where the human need to achieve something regarded as personally valuable and worthwhile cannot be met at one's place of paid employment, we seek to provide alternative ways of meeting this need. That is why the topic of leisure time is a part of the substance of career education.

Our emphasis on such topics as good work habits, work attitudes desired by employers, and procedures for use in obtaining, holding, and advancing on a paid job is designed to make the individual capable of living and working in our free enterprise system. There is nothing anti-humanistic about the free enterprise system which, at its roots, emphasizes individual initiative, effort, and creativity. Too many still seem to believe that "profit" is a dirty word. Such persons seem unaware of the basic principles under which our form of government operates. Those who believe that it is anti-humanistic to teach students about the way a democracy works, in terms of its economic principles, are contributing to building a general societal distrust of the free marketplace and the concept of competition. Career education clearly seeks to restore the public confidence both in education and in the free enterprise system. We see nothing anti-humanistic about such goals.

Phony Objections

In terms of number of criticisms directed toward career education, more appear to be what I would call "phony objections" than legitimate concerns. Because they are so numerous, it seems appropriate to discuss three such phony objections very briefly. They are not worthy of detailed answers.

Career Education Hasn't Been Proved to Work

Any new movement can expect to find some resisting on the grounds that the movement did not demonstrate its validity before it began. There are always some who ask for research evidence before a new idea has had a chance to operate. The obvious "phoniness" of this type of objection seems to act as no deterrent to such persons.

It is going to require at least a generation for a movement as massive as career education to *really* validate itself. Change comes slowly at any level of education. With a movement such as ours that asks for change at *all* levels of education, it is going to be some time before any sample of students will have had an opportunity to undergo a complete career education experience that begins no later than kindergarten and continues into their adult years. I know of no single community where *all* of the components are even in place yet. We can't evaluate the total effort until the total effort is made.

Preliminary evaluations of specific career education efforts have been generally favorable. Attitudes expressed by participants are positive. Students *seem* to be learning more in school. School-industry cooperation *seems* to be gaining in strength. Still, we have almost no hard data demonstrating, for example, statistically significant differences in standardized achievement test scores favoring students who have been exposed to career education at a given grade level as opposed to those who have not. If one stops and thinks about the total career education movement, it is obvious that we should not expect large changes at the end of one year – or even three years – of a person's total educational experience.

The best justification for career education at the moment is its logicalness as an approach to meeting readily observable educational needs and the previously demonstrated validity of most of the methods career education programs use in program operation. To those who question whether career education is an appropriate kind of answer to provide to problems of making education meaningful in today's society, we can only ask them, "What better alternative do you have in mind?" If the answer is to continue as we have in the past, we have a mountain of evidence to use in illustrating that what we have done in the past has contributed more to the problems of today's society than can be tolerated. Certainly, some major changes must come to American education. There is no other comprehensive effort to change in sight.

We Don't Believe You

A second group of critics – while apparently having read some of what we are trying to say are career education concepts, goals, and objectives – simply don't believe that we mean what we say. Their typical strategy seems to be one of falsely accusing us of things we don't stand for and then suggesting solutions that sound very much like our own proposals that we made some time ago.

We have, for example, already made clear that career education seeks to open up options for students – not *track* them in narrow confining ways; that we seek to help minority persons expand their career opportunities – not lock them in at low levels; that we seek to help college-bound students figure out why they are going to college – not discourage them from going; that we seek to make vocational education a bona fide choice – not recruit students for vocational education; and that we seek to expand opportunities for career choices – not force premature occupational choices on students. In spite of our attempts to make our goals clear and explicit, there seem to be some who believe our *real* goals are exactly the opposite of what we say they are.

I know of no good way to answer this kind of criticism except through the actions we take in implementing career education programs. Perhaps our actions will speak louder than the words of these kinds of critics. They are certainly among the "phoniest" objectors in existence.

I Found a Silly Example of Career Education Practice

A third group of critics has used reported career education practices as a prime basis for heaping criticism on our movement. Their essential tactic is to take an isolated example of a particular activity completely out of context of the career education program in which it reportedly operates. By focusing only on a single activity, they loudly question whether *this* is what American education should really be all about.

Again, there is no good way to answer this kind of attack. All we can do is urge readers who see this form of "criticism by example" being used to consider the basic fallacy of the approach to criticism that it represents. Certainly, any of us in education know that almost daily each of us engages in some activity with students which, if taken by itself and publicized, would appear questionable to many persons. Education is a profession that helps people, not through any flashy, magical process, but by the thousands of *little* actions teachers take every day to help *one* student do better. Many of these "little actions," if taken out of context, would look silly to others.

It is obvious that those who want to really attack career education through criticizing its programmatic actions will have a fertile field for the next several years. That is, as with anything new, we are bound to make numerous mistakes as we seek to implement the career education concept. Any movement toward change runs the risk of making mistakes as it searches for better ways. Progress requires taking risks and a willingness to recognize when we have been ineffective in our efforts. I am not worried about the mistakes we have made because each can be corrected. I would be more worried if we became so fearful of making mistakes that we resisted trying something new and different.

Concluding Statement

Career education is a movement that invites criticism if for no other reason than that it proposes change. I hope this paper has demonstrated that the critics *can* be answered. I hope it also demonstrates that our critics can help us grow in strength and effectiveness. In this sense, they are of real help to us.

28.

Career Education: Strategies and Dilemmas

Since coming to the U.S. Office of Education in February 1974, I have had an opportunity to gather some data, study other data, and observe much regarding career education in the United States. Here, without boring you with statistics, I would like to summarize the current status of career education as it now seems to me. The total picture demands that I give you both positive and negative perceptions. In a positive vein, I think it is safe to say the following:

(1) Local school enthusiasm for career education is greater than that at the state education agency level, but agency efforts are greater than the current federal effort.

(2) Good consensus exists among career education leaders at the national, state, and local levels regarding the basic nature, goals, and implementation strategies for career education.

(3) Some positive evidence related to the effectiveness of career education is now present.

From remarks presented at the State Directors of Vocational Education Leadership Seminar, Columbus, Ohio, September 26, 1974.

(4) The professional literature voicing opinions regarding career education continues to be more positive than negative.

(5) The financial base for support of career education has been extended beyond that derived from vocational education monies.

Data are available to substantiate each of these observations. I see no sign that interest in or enthusiasm for career education is on the decline. True, the sources of interest and support have shifted somewhat during the last three years, but that is another matter.

On the negative side – it seems to me that we must face the following kinds of sobering facts:

(1) Implementation of career education has occurred primarily at the kindergarten through eighth grade level, with much less emphasis in our senior high schools and very sparse emphasis at the community college, four-year college and university, or adult education levels.

(2) The quantity of the career education effort has far outstripped its quality.

(3) Career education remains largely a matter of overpromise and underdelivery for such special segments of the population as the poor, the physically and mentally handicapped, minority groups, the gifted and talented, and females.

(4) Large segments of the professional education community remain distrustful of career education – and large segments of the general public have not yet even heard of it.

(5) The true collaborative effort – involving the formal education system, the busines-labor-industry-professional-government community, and the home and family – called for by career education has yet to take place.

Such negative facts are, to me, discouraging but not defeating. If I were not convinced that each could be overcome, I would not name them in so specific a fashion. Each fact is, to me, rooted in attitudes that must be changed. I want now to devote the remainder of this paper to a discussion of such attitudes.

Basic Attitudinal Problems Facing Career Education

The common criticisms of career education voiced in the literature grow basically from misunderstandings. They include such charges as the following: (1) career education is anti-intellectual; (b) career education will lower our standards; (c) career education is antihumanistic; (d) career education is trying to keep students out of college; (e) career education is a subterfuge for the expansion of vocational education; (f) career education will mean tracking of students; (g) career education hasn't been clearly defined; and (h) career education is inviting external control of our schools. Each of these charges can be and has been answered (Hoyt, 1974).

The problems I want to discuss here have not yet been verbalized as part of the career education controversy. In effect they constitute what might be considered the "hidden agenda" of resistance. I have serious questions regarding how each should be solved. I want here to specify the problems and seek your assistance in solving each.

"Where's the Money?"

The first problem can be characterized as a "where's the money" attitude. The sources of this problem seem to be two in number. One source is in those who seem to believe that if something isn't expensive, it cannot be very important. By judging the importance of a given educational activity only in terms of the proportion of the educational budget allocated to it, they assign career education a low priority because it requires relatively few funds. The second source of this attitude is found in those who have never experienced any major change in American education coming about unless the federal government induced schools to change through providing massive financial support programs. Such persons, upon observing the sizable federal demonstration grants for career education in the last three years, say in effect, "I, too, am ready to initiate career education – where's my five hundred thousand dollars?"

Two items – (1) physical plant and equipment costs and (2) staff salaries – account for over 90 percent of the cost of education. Career education does not demand new buildings or rooms since it is not seen as a separate "course." It does not demand expensive equipment since most of its materials are either "homemade" by teachers and students or donated by the community. It does not require a large staff since its basic rationale calls for *all* staff members to be involved. For all of these reasons, the amount seen as required for the implementation of career education is bound to represent a relatively small portion of the total educational budget.

To date, my basic strategy has been one of asking school administrators – building principals and superintendents – to assume leadership roles in career education. Reasons for employing this strategy include: (a) career education demands coordination of all educational personnel, and this should be a function of the administrator; (b) career education is dependent on establishing collaborative relationships with the community, which in turn depends on basic school policies for which administrators are responsible; (c) I am fearful that, if "career education specialists" are appointed, other staff members will be reluctant to assume career education responsibilities; and (d) I am fearful that any new school program calling for increasing school budgets substantially will not be well accepted by the taxpayers. Thus I have been championing a concept that holds that while career education is exceedingly important, it does not have to be expensive.

Perhaps this strategy is wrong. If so, we must immediately begin to face problems associated with the preparation and employment of career education coordinators and specialists. Such thoughts raise in my mind the spector of M.A. and Ph.D. degrees in career education, the establishment of certification requirements for career education personnel, and the formulation of something probably called the "American Career Education Association." I am very afraid that if these things happen, our goal of using career education as an integrative vehicle is doomed to failure. The problem must be discussed. Stated simply, it is: Do we need special personnel in order to operate effective career education programs? Your advice on this matter would be most deeply appreciated.

"If I Can't Control It, I'm Not Interested"

The second problem can be characterized as an "if I can't control it, I'm not interested" attitude. One of the prime complaints of labor union leaders, for example, is that they are not being consulted regarding work experience and work study aspects of career education. Business leaders want a voice in determining matters related to field trips and the use of their personnel as resource persons in the classrooms. The Council of Chief State School Officers has issued strong statements regarding its leadership rights and responsibilities in career education. The National Education Association leadership has declared that the classroom teacher is the key to a successful career education effort and must be deeply involved in career education program decisions. Even these few examples will serve to illustrate the seriousness of the problem.

Coming closer to home for the vocational education community – it is obvious that some vocational educators lost interest in career education when career education began to voice concerns that extended beyond vocational education. In some states, vocational education funds have been withdrawn from career education with no apparent concern for the effect such withdrawal may have on the total career education movement. It is almost as though, if a given activity is not fully supported by vocational education funds, some vocational educators develop a lack of trust in the activity, due largely to the fact that they do not totally control it.

To me, this seems very strange indeed. The AVA resolution on career education, passed in Atlanta in 1973, simultaneously expressed a continuing endorsement for career education and a plea that *additional* funding sources be found. That resolution, as I read it, said nothing about withdrawing all vocational education funds from the career education movement.

For my part, it makes no more sense for vocational education to move away from career education than for career education to move away from vocational education. Career education and vocational education need each other. As career education moves beyond vocational education, it must be sure never to move away from the field of vocational education. A very great deal of my energy is, and will continue to be, dedicated to making sure that this does not happen.

The essential strategy I have been using is one of seeking a small amount of money specifically earmarked for career education. I hope to use this money to encourage such additional funds as are needed from all other parts of education and from the business-labor-industry-professional community. This strategy is based on an assumption that control of any enterprise is in many ways operationally defined by its funding sources. I have assumed that if fiscal responsibility can be shared, the collaborative goals of career education can and will be met. I think all parts of our formal education system should have a voice in forming career education policies and that both the business-labor-industry-professional-government community and the home and family structure should also have such a voice. This strategy will be most difficult to implement unless fiscal responsibility for career education is shared.

Perhaps this strategy, too, is wrong. The alternative, of course, is to seek categorical career education funds in sufficient amounts to fund all career education efforts. At the federal, state, and local levels, this would constitute a major change in policies now in common existence. This, then, is a second matter on which your advice is badly needed.

"What's Mine Is Mine"

A third serious problem can be seen as a "what's mine is is mine" attitude. So long as career education was viewed as simply a concept, an attitude, and a point of view, this problem did not exist. That is, where there is no substance, nothing is "taken away" from anyone. It was only when people in career education began to think in terms of *programs*, rather than of concepts, that this problem arose.

At this point in time, most persons who write about career education are doing so in programmatic terms. They speak about career awareness, career exploration, career decision making, career preparation, career entry, and career progression (including reeducation) as programmatic elements of career education. Career education *programs* are being organized in ways that emphasize the important contributions many parts of the formal education system and the broader community make to various aspects of career education. This trend toward speaking programmatically about career education was, in its early stages, strongly reinforced by the 1971 "Position Paper on Career Education" issued by the State Directors of Vocational Education in which the following statements appear:

> ...It is this latter component of career education – that of opportunity to prepare for employment – which can be well served by contemporary programs of occupational education. To deny this climaxing opportunity is to nullify the purpose of career education....Career education is not synonymous with vocational education, but vocational education is a major part of career education.

Note that in this 1971 statement, the State Directors of Vocational Education, while intent on carving out a major part of career education for vocational education, emphasized strongly that it was *career preparation* they were speaking about, and that they did not claim other parts of career education as belonging in vocational education.

In a strategy sense, I have been attempting to emphasize the multiple involvement of a wide variety of kinds of personnel – both from within and outside the formal education system – in each of the programmatic components of career education. Rather than assign each component to a different segment of persons, I have been trying to demonstrate that by working together in a collaborative fashion, many segments of both education and the larger society can make valuable contributions to each of career education's program components. Usually I think of one kind of personnel as key personnel, but with supportive assistance from many others. For example, I think of the elementary school teacher as a key person in career awareness, but I look for involvement of parents, counselors, vocational educators, and resource persons from the business-labor-industry-professional community in the total career awareness component of the career education program. I tend not to worry about who gets "credit" for helping students but rather how much help the student receives in this component of career education.

Similarly, I contend that while vocational educators play a major role in occupational preparation, important roles are also played by academic educators for college-bound students and by business and labor personnel for all students. When I think about the career decision-making component of career education, I see the career guidance specialist playing a key role, but I do not see him or her as the only functionary in this component of career education. It is this kind of true collaboration that in my opinion will allow career education to serve as an integrative force that will bring many parts of the education system and the larger society together in seeking to attain the goals of career education.

In terms of legislative strategy, my current position is that I would strongly support efforts of both AVA and APGA to fund functionaries (personnel) from both fields in a wide variety of career education's program components. I do not feel I can support efforts to claim that the *functions* themselves are the *exclusive* right of either vocational education or guidance personnel. The functions should, it seems to me, be supported in career education legislation. The plea I make is "antiterritoriality" aimed at assuring that no single part of education assumes control of any given component of career education. Unless this kind of strategy succeeds, the collaborative and integrative goals of career education cannot be met.

At this point, I very much need and want some direct advice. If I am simply tilting at windmills where there is no real danger, I need to understand that this is so. If on the other hand you agree with me that a problem exists, then I need suggestions and assistance in solving it.

"What's in It for Me?"

Finally, a fourth problem can be thought of as a "what's in it for me?" attitude. The entire research base of the psychology of motivation is illustrative of the fact that no mortal person engages in endeavors that promise no hope of personal benefit. For career education to seek the collaborative efforts of all personnel in education and personnel from the business-labor-industry-professional-government community and from the home and family structure demands that each segment see some sensible answer to the "what's in it for me?" question. The obvious danger with a movement such as career education – which is still young, weak, and undernourished – is one of overpromise and underdelivery. What can and should we promise to those we seek to involve in career education?

To date, our promises have been much more prominent than our products. Among the promises we have made are the following:

(1) We have promised teachers that if they follow a career education approach, both they and their students will enjoy school more.

(2) We have promised both parents and business people that a career education approach to education will result in students increasing their achievement levels in the basic academic skills.

(3) We have promised vocational educators that career education will raise the status of vocational education and that vocational education will become a true *choice* to be considered by all students.

(4) We have promised counselors that in career education they will have a key and crucial role to play that will increase the need for and the status of counselors.

(5) We have promised the business-labor-industry-professional-government community that a career education emphasis will result in more persons leaving our education system equipped with vocational skills, with good work habits, and with a desire to work.

(6) We have promised students at all levels of education, from the elementary school through the university, that a career education emphasis will help them discover a more meaningful set of reasons for learning.

(7) We have promised the humanists in education that by including unpaid work as well as paid employment in the career education concept, career education will have a humanizing, rather than a dehumanizing impact.

(8) We have promised the liberal arts educators that we will emphasize education as preparation for work as

one among several basic goals of education in ways that neither demean nor detract from other goals.

(9) We have promised minority groups, the economically disadvantaged, the physically and mentally handicapped, the gifted and talented, females, and adult education student that career education is intended to meet their needs to find work that is possible, meaningful, and satisfying to them.

We have promised all of these things because we have faith that career education can indeed deliver on each of these promises. People have believed us and, according to the Council of Chief State School Officers' preliminary data, approximately five thousands of the seventeen thousand school districts in the United States have initiated some form of career education effort. Yet the hard truth is that three years and over $60 million of expenditure later, we are essentially still asking all of these groups to accept career education on the basis of our faith in this movement.

Our strategy has been one of concentrating our major operational and evaluation efforts at the point of least resistance – the elementary school. We have hit first that part of education where the least amount of change is needed and where our chances of obtaining positive results appeared to be greatest. This strategy assumes that if we can demonstrate concrete successes at the elementary school level, other levels of education will be encouraged to move in a career education direction. We have purposely, it seems, stayed away from a concentrated emphasis on those points in education where the results would be most dramatic – i.e., the transition from school to the world of paid employment – because the risks of failure in these days seem extremely great.

It may well be that if we are really serious about attaining the integration of vocational and academic education, we should be concentrating our efforts at that level of education where the two have been in most obvious conflict – the senior high school. Such a strategy, while holding high potential for negative short-term results, also holds high potential for making clear to all concerned the basic concepts of career education in terms of the challenges for change that they hold.

Again, we are faced with a problem on which both help and advice is badly needed. Are we promising too much? Are we concentrating delivery of pomises on the wrong people and at the wrong levels? What strategy will best ensure the long-run survival and success of the career education movement?

Concluding Remarks

The National Association of State Directors of Vocational Education, since the inception of career education, has played a key leadership role in both the conceptualization and the implementation of career education. As a result, the career education movement has evolved in ways that closely approximate the conceptual view contained in the Association's 1971 "Position Paper on Career Education." That paper has served as one of my "bibles" in my efforts to further career education. It is now time to assess the results and to decide whether the 1971 position of the Association should be reaffirmed or revised. I hope that these remarks may be helpful in making such an assessment a reality.

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29.

The Future of Work

In these times, it may well be that one has to be both fearless and foolish to speak about the future of work. Fearless in the sense that once the words have been printed, they are eminently accessible for verification or refutation as the future unfolds. Foolish in the sense that change is currently occurring at such a rapid rate that the future is very uncertain. Yet there is no way of planning for a future unless one is willing to make some kinds of educated guesses about its nature. Further, unless one is willing to anticipate and plan for the future, he or she can have no influence in shaping its nature or directions. To be content with trying to adapt to whatever the future brings to the meaning of work would be to abandon our professional commitment as change agents in career education. Thus the topic, if not this content, is most appropriate, and it is a needed one to consider.

The goals of career education are to make work possible, meaningful, and satisfying to all individuals (Hoyt *et al.*, 1972). Our possibilities for influencing the future of work will be directly related to our efforts and effectiveness in attaining these three goals. Thus the three words – possible, meaningful, and satisfying – are the the key ones to consider here. The contents of this article are centered round the meaning and implications for action associated with these three words.

From *American Vocational Journal* (January 1973).

To consider making work meaningful demands that we begin with a discussion of the meaning of work in the future. Following this, we will consider making work possible through looking at the probable nature of the occupational society. Finally, we will look briefly at the outlook for making work satisfying through viewing the probable future nature of the workplace.

The Future Meaning of Work

In recent months, environmental experts have warned us that the world is headed on a path of self-destruction if it continues to worship the production of more and more goods as the ultimate goal of work. While the practical implications of such predictions are great, their operational meaningfulness is lessened by observing that, at least in the United States, we have already moved into a postindustrial society that finds over fifty million of our almost 83 million workers engaged in the production of services rather than goods. The trends are clearly in the direction of an increasingly service- and information-oriented occupational society in which we will more and more find that machines are producing products while man is servicing both the machines and his fellow man. This trend holds many serious implications for the probable changing nature of the meaning of work. The views presented here represent my current attempts to think about such implications. They are presented here in hopes that they may stimulate others to think about these problems. That is, I make no pretense that I have found the "right" answers.

First, it seems to me that we are going to have to cease equating the word "work" with the phrase "making a living." There is an increasing amount of work being done and a huge amount of work to be done that will carry no necessary financial rewards. A service-oriented society carries implicit implications of the concept of volunteerism that represents efforts of human beings to help other human beings without such help being provided only through the jobs they hold for purposes of making a living. This of course in no way means that the vast majority of work to be done in the future will carry no financial rewards, because that will not be true. Most of the work of the world will be done by persons employed in occupations for which they receive pay. This will be true so long as we continue to operate in a free enterprise system. At the same time, increasing amounts of work will be carried out in the home and in the community for which no paychecks will be forthcoming. Such work will be no less important to recognize as possessing worth and dignity because it is unpaid. The future meaning of work can carry no restrictions in meaning based simply on whether it is paid or volunteer in nature.

Second, it seems to me that no matter what the cost in effort and criticism from others, we must move toward retaining and strengthening the concept of *productivity* in the future meaning of work. I cannot accept a definition of work stated merely as effort aimed toward achievement or accomplishment of some task, because if this were so, we would have no clear way of differentiating the four-letter word "work" from the four-letter word "play" – and that would really be societal suicide. Distinctions between work and play are becoming fuzzier, but they must not be allowed to disappear altogether. Therefore I want to see "work" defined as *one's efforts aimed at the production of goods or services that will be beneficial to one's fellow human beings or to oneself.* Because we are now in an occupational society in which most people are engaged in the production of services rather than the production of goods makes the concept of productivity itself no less important in any way. It may be old fashioned, but it certainly is not and will not be inappropriate to say that no benefits can be received unless some productive efforts have been accomplished either by the person receiving the benefits or through productivity on the part of others. We cannot make the world a better place by wishing, dreaming, or hoping that it will be. Instead, we must strive to make it a better world through our productive efforts aimed at doing so – and that is work.

Third, I believe we are moving toward a period where the term "work ethic" will increasingly be replaced by the term "work values." This, too, will change certain elements in the concept of work itself. I find that when I voice the term "work ethic," many people appear to be turned off, and I think this is true because of both words. Many people apparently still hold an internal, operational definition of work that defines work as doing something that one dislikes. As I see the trends, they appear to be moving away from this kind of restriction on the meaning of the word "work." Just as the meaning of work cannot be restricted to whether pay is received for effort expended, so too must the meaning of work not be restricted by whether the individual enjoys what he or she is doing. Nor can I find myself agreeing with those who seem to want to restrict the meaning of work to productive efforts that one enjoys, with all other productive efforts being labled as "labor." Rather, I prefer a definition of work that allows for some persons to like their work and others to dislike it.

Perhaps a more serious conceptual problem exists when the words "ethic" and "values" are contrasted. The word "ethic" carries strong connotations of societal obligations imposed on the individual by the larger society of which he or she is a part. The word "values," on the other hand, carries equally strong connotations of individual choice and self-determination. It seems to me that we currently have a labor force that has largely rejected an "ethical" basis for working and is striving, although far too often ineffectively, toward trying to establish a "values" basis for the work that they do. Put another way – it seems that most people working today are doing so primarily because they know no other way to maintain economic self-sufficiency. Because most people are still seeking to work in no way means that the work ethic is still alive and well, but only that most poeple who work see no other way to maintain their economic independence. On the other hand, we know that work values, in a broad, encompassing sense, are not prominent forces in the day-by-day motivations that many workers bring to their jobs. For far too many people, work is viewed as a means to the end of personal self-enhancement, rather than an actual part of the self-enhancement process. To such people, the distinction between making a living and living itself is all too clear.

It seems unlikely that we can expect to see a resurgence of the work ethic viewed as a necessary obligation imposed on the individual by the society of which he or she is a part. Nor does it seem likely that we will soon be witnessing a return to the even older version of vocation as a "calling" under which we meet our obligations to God and so earn for ourselves a place in heaven. True, such motivations for working are and will continue to be powerful forces in the lives of some individuals. However, as a motivational basis for working that has wide appeal among most workers in the country, there appears little hope that this will occur. It is in this sense that those who contend the classical form of the work ethic is dead can find some validity in their claim.

Rather than a moralistic basis for choosing to work, it would seem more generally fruitful to attempt to provide what may be viewed as a moral basis for worker motivation. Stated another way, rather than making an individual feel "righteous" through work seen as a fulfilling of societal obligations, it may be better to attempt to help the individual feel "right" about his work in the sense of the personal meaning and meaningfulness it brings to his or her life. If this is true, then it follows that the future will see a pluralistic view of work values that provides a wide variety of alternative ways in which an individual's work can truly become a meaningful and rewarding part of his or her total life experience. I feel that we should be moving in this direction as we attempt to help work take on personal meaningfulness to individual workers in the years ahead. We would be derelict in our responsibilities both to the individuals we serve and to the broader society if we did not attempt to do so.

Fourth, and related to the third, it seems to me that the word "career" will assume new and broader connotations in the future. In a forthcoming book concerned with career education in the elementary school (Hoyt *et al.*, 1972), I have defined "career" to mean the totality of work an individual performs during his lifetime. This of course includes work done as a child as well as an adult. It also includes work for which one receives no pay as well as work performed as part of a paid job. For some time, I have thought of the "ideal career" as one that: (a) brought maximum personal satisfaction to the individual, (b) produced the greatest societal benefits of which the individual is capable, and (c) resulted in the greatest possible economic returns that the individual could possibly realize. As of now, I am convinced that this view of the "ideal career" is not generally valid. I am equally convinced that it will be even less valid for most people in the years ahead.

Instead, the future will find the "ideal career" being defined more and more as a function of the personal value system of the individual. The "ideal career," then, will be generically defined as one that brings maximum meaning and meaningfulness to the individual as a part of his total life-style. For one individual, this may be a career consisting of work that he most enjoys doing. For another, it may be a career consisting of work aimed almost entirely at meeting societal needs as the individual sees them to exist. Yet another individual's ideal career may be one that brings him the greatest possible economic return. For most individuals, the ideal career will probably be one that is a mix of several work values that combine to bring personal meaning to him and to his life. It will, more and more, be an individual matter.

Work and the Labor Market

In addition to making work meaningful, career education seeks to make work possible for all individuals. To what extent does the future appear promising in terms of this very important goal of career education?

Realistically, it does not appear likely that in the foreseeable future the United States can expect to approach full employment in paid jobs for all those who seek to work. While some reduction from our current unemployment rate – it is most assuredly hoped – seems to be in the picture for the *long*-run future, there does not seem to be great likelihood of reducing unemployment much below 4 percent. Thus it seems obvious that if work is to become possible for all individuals who seek it, we are surely going to have to define work so that it includes unpaid as well as paid employment.

While the concept of unpaid work may be conveniently used for purposes of making the possibility of work a realistic goal of career education, it would be a real "cop-out" if we used this kind of reasoning as an excuse for failing to use career education as a means of reducing unemployment rates among those seeking work for pay. A prime problem for many years how has been that those seeking paid employment lack the skills required to perform successfully in occupations for which there are job openings. Career education in general and vocational education in particular, as part of career education, can and must be expected to take an active and positive role in solving this problem.

This responsibility of course is what has led the career education movement to call for a great expansion of the varieties and levels of vocational education opportunities at both the secondary and the post-secondary school levels. While this has caused some skeptics of career education to accuse this movement of representing nothing more than a subterfuge for the expansion of vocational education, career education has no way of making work possible for individuals unless it continues to call for and demand this rapid expansion of vocational education. Career education, as a movement, may be expected to receive continuing criticism for its support of vocational education, but it would not exist whatsoever were it to fail to do so.

In addition to helping make work possible by increasing the numbers of individuals who possess the vocational skills required for today's jobs, career education must also become more and more concerned about solving problems of job placement for all those it seeks to serve. This will include active programs of job development as well as comprehensive programs, involving the joint efforts of vocational education and the business-labor-industrial community, aimed at helping individuals make a successful transition from school to work. As we look to the future, it seems inevitable that we must become increasingly concerned about current disparities that exist in unemployment rates between members of differing portions of the total population. Current disparities in unemployment rates between youth and adults, between white and nonwhite members of the population, and between males and females must become a major concern of all of us in the years immediately ahead. We have counted and recorded them through the Bureau of Labor Statistics for far too long.

Work and the Workplace

The third goal of career education is to make work satisfying to each individual. Attainment of this goal will demand that in the years ahead we devote increasing attention to conditions existing within the workplace itself. One kind of attention that has already begun to emerge consists of efforts aimed at helping the individual worker find more variety, more autonomy, and more personal pride in the work that he or she is asked to perform.

It seems likely that such approaches as allowing workers to exchange specific job duties on a rotating basis, to have some voice in determining their work hours and the total number of days they work in a week, and to be able to see the final product or services being produced in ways that will help each worker understand the important role he or she played in its production will all be used with increasing frequency in the work setting. In addition, it seems reasonable to expect continuing increase in future years, with respect to attempts on the part of business and industry to provide their workers with leisure time benefits and opportunities that will, it is hoped, make their work a more satisfying part of their total life-style. All of these kinds of efforts represent attempts to humanize work and to recognize workers as human beings rather than objects to be manipulated by executive orders and older forms of personnel management.

A second area of attention for the future can be seen in the need for social action steps required for making work more satisfying to the individual worker. This includes efforts aimed at eliminating the presence of both racism and sexism in the workplace. We all know that racism and sexism currently exist in hiring practices, in pay scale determinations, and in the differential nature of career ladders currently existing in many places throughout the United States. There is no good way in which career education can devote massive efforts aimed at helping individuals want to work and acquire the skills necessary for today's work while ignoring discriminatory practices that exist in the workplace itself. In the past school people have spent considerable time listening to employers tell us what they would like to see in their employees with respect to both work attitudes and job skills. In the future school people are going to have to spend some time telling employers the kinds of conditions that must exist in the workplace if work is to be satisfying to each individual. The communication between those who prepare workers and those who employ them must increasingly become a two-way street in the years ahead. This can be mutually beneficial to both the employer and the employee. Unless this is done, career education will continue to shortchange many of those it purports to serve.

Implications for Counselors and Vocational Educators

This article has concerned itself with career education's goals of making work possible, meaningful, and satisfying to each individual. It has attempted to concentrate on a futuristic view of the probable needed changes required for accomplishment of each of these goals. While some of the futuristic views presented here will be found to be in error as time passes, it is felt that most of them have a solid basis of need and fairly clear indications as trends.

The four-letter word "work" represents to me a powerful and wonderful concept. It is a word that holds great implications both for those who wish to emphasize the needs of the larger society and for those who express primary interest in benefits accruing to individuals in that society. A dedication to the concepts and goals of work can and should serve as a powerful common incentive for bringing counselors, vocational educators, academic teachers, the business-labor-industry community, parents, and students closer together. If we can view work in the broad context in which it has been discussed here, it would seem that counselors and vocational educators throughout the country can find strong common bases of need for developing closer and more effective relationships with each other. This broader concept of work also holds great potential for allowing both counselors and vocational educators to work more closely with academic teachers in ways that will hasten the integration of vocational education into the total school curriculum and thus provide an expansion of real education alternatives available to all students.

The implications of an emphasis on work are especially great when one considers needed improvements in relationships between education and the business-labor-industry community. It is a word which, if we can think about its many implications in a clear and rational fashion, will form the foundation for building a whole host of reasons for such closer relationships and a series of valid means by which such relationships can exist in practice.

More importantly, an emphasis on work holds very great implications for the growth, development, and maturation of those youth and adults we all seek to serve. To consider the kind of work one may elect to do and the personal meaning the concept of work conveys to the individual will go a long way toward helping each individual better discover who he is, the kind of activities that will bring the greatest meaning to his life, and a series of concrete ways in which he can demonstrate, through the work he does, his worth as an individual human being. This is the emphasis that career education seeks to bring to American education. It is an emphasis that is long overdue.

References

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30.

Linkage of Education with the World of Work and Career Development

Technology continues to increase the complexity of our occupational society. It is not simply a matter of the increasingly rapid rate at which new occupations are created. Rather, it also involves recognition of the fact that these newer occupations require more skills and knowledge. As a result, the demand for unskilled labor diminishes each year. Relationships between education and work become closer and closer. We all know this to be true. Yet both educators and the business-labor-industry community have failed to act constructively in accommodating to this fact. Instead, both have tended to blame those least responsible for this condition — namely, the youth who leave our educational institutions for the world of paid employment. When we tire of blaming youth, we blame each other. In either event, our youth continue to suffer.

Our educational institutions have operated for years under a false assumption that the best way to prepare youth for the world is to lock them up in a schoolhouse and keep them away from that world. The business-labor-industry community has operated under a false assumption that responsibility for ready-

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From remarks to the Governor's Conference on Human Resources Development, Austin, Texas, November 19, 1974.

ing youth for entry into the world of work must rest squarely on our educational institutions. As a result, the "world of schooling" and the "world of work" have been two quite different worlds. Is it any wonder that our youth have had trouble making the transition from the world of schooling to the world of work? Is it any wonder that adults needing occupational retraining have had trouble making the transition from the world of work to the world of schooling? It is time to quit asking such questions and to start moving toward some constructive solutions.

Needed solutions do not in my opinion, lie in "fine-tuning" either world through making minor modifications. Instead, it seems to me that we need to work together to create a "third world" for youth – a world in which educational institutions and the business-labor-industry community interact collaboratively to provide an environment, a set of learning experiences, and a set of opportunities for helping all persons in our society – adults as well as youth, women as well as men, high school dropouts as well as college graduates, the poor as well as the affluent – make a successful transition from the world of schooling to the world of paid employment.

To me the career education movement represents the kind of "third world" environment that is so badly needed today. Career education's primary focus is on increasing the ability of individuals to recognize and capitalize upon relationships between education and work in our society. It places equal emphasis on society's need for work in increasing productivity and on the individual's need to find personal meaning and meaningfulness in the work she or he does. It balances the law of microeconomics which in effect says "There ain't no free lunch" with the law of macroeconomics which in effect says "In the long run, we're all dead." In so doing, it rests its basic strategies of conceptualization round the principles of career development.

It assumes that, unlike earlier educational concepts, career education is not something that the schools can do by themselves. Rather, at its basic roots, the career education movement has been pictured as a collaborative effort of the formal education system, of the business-labor-industry-professional-government community, and of the home and family structure.

To discuss this "third world" environment represented by career education, we must first discuss some "bedrock" principles concerning both work and career development. Second, it will be necessary to discuss briefly some basic steps in career development where this "third world" environment is needed.

Work and Careers

When I visit Boston, I try to spend some time in the old graveyard on the Boston Commons. There, on tombstone after tombstone, I can find three facts inscribed – the name of the persons, age at time of death, and occupation. It is obvious, when one thinks about that period and reads those inscriptions, how each – cobbler, lamp maker, teacher, lawyer, and so on – contributed, through work, to the society of the time. More importantly to me, it is obvious that work was a meaningful part of the person's life-style. It is easy for me to fantasize about life-styles and the great meaning of work in that early American society. As I do so, I always have a feeling of sadness that work, as a part of one's personal identification, no longer holds great personal meaning for many American citizens.

Do not misunderstand what I am trying to say here. I am not pleading or wishing for a return to a kind of occupational society that existed in simpler times. If we inscribed gravestones with occupations today, we would need very large stones indeed just to record the variety of occupational changes that can be expected to occur for most persons today. We would also have to inscribe the graves of women with considerably more than the words of "wife and mother." No, I am not pleading for a return to a simpler society, nor to a rebirth of the classic form of the Protestant work ethic. Those days are past. As we live in the present, we must look to the future. But as we do so with a time perspective, there are some valuable observations to be made regarding work and life.

Work, in such a time perspective, is more properly regarded as a human right than as a societal obligation. When I use the word "work," I am (with some technical restrictions not necessary to specify here) speaking about conscious effort aimed at producing benefits for oneself or for oneself and others. When any of us face squarely the question "Who am I?" we discover that to a very large degree the answer we give is stated in terms of our accomplishments – our achievements – things that we have done during our lifetime. When we face the even more personal question of "Why am I?" we find this to be even more true. Each of us is best known to ourselves and to others through the work we do and have done. Each of us finds our greatest sense of self-worth through the personal and societal benefits we are able to produce as a result of our efforts – through our work.

I am speaking here of a basic human need of all human beings. It is a need that is just as real in 1974 as it was in 1774. It is a need to do, a need to be useful, and a need to be used. Former President Lyndon Johnson put it well when in one of his speeches he said "To hunger for use and to go unused is the greatest hunger of all."

If this, then, is what is meant by "work" as a human right, then it is important to define "career" as the totality of work one does in her or his lifetime. With this definition, it is obvious that each of us has only one career. For most persons, her or his career begins considerably before the preschool years and extends well into the retirement years. During one's career, there are, and increasingly will be, several changes in jobs, positions, and even occupations. But one does not change one's career. Rather, one's career evolves and develops throughout one's lifetime and, in the process, serves as the clearest and most obvious way in which each of us can answer the two questions of "Who am I?" and "Why am I?"

In the sense I have been defining "work" here, it is clear that many thousands of people who have found jobs in today's occupational society have not found "work." Instead, they have found what must more properly be known as "labor" – as largely involuntary effort to produce something, be it goods or services – which, while supposedly of some value to others, holds little or no personal meaningfulness or sense of real accomplishment or real purpose for the individual. To meet their personal needs for work, they must look to activities in which they engage during their leisure time. They endure, rather than enjoy, their jobs. Productivity declines. Worker dissatisfaction increases. Neither employer nor employee is happy.

Current efforts to humanize the workplace are at best the means of correcting this situation. They are not basic ways of preventing its occurrence in the future. A long-range positive and preventive approach will demand that we face squarely the increasingly close relationships between education and work that exist in today's occupational society. If we do this, we find many workers whose jobs underuse their talents, offer little or no challenge, and lead to boredom. We find many others who, because they lack specific skills, find they cannot meet employer expectations and so are frustrated. Whether the condition is one of boredom or frustration, the result is the same – i.e., worker alienation.

Education, plus relationships between education and work, is in the middle of this dilemma. As a result, we hear people speaking of "overeducated" and "undereducated" workers. Such oversimplified expressions by themselves do not point the way toward positive change. The way toward change can only be found by considering problems of career development facing youth in terms of the potential that the "third world" of career education holds for helping youth – and adults – solve such problems in today's society.

Societal Needs and Career Development

There are four areas of societal and individual need to consider within the framework of career development. Each are discussed briefly. First, the current rapidity of occupational change demands that both youth and adults be equipped with adaptability skills. Two broad classes of adaptability skills – basic academic skills and good work habits – are prime concerns of the career education movement.

By basic academic skills, I mean what in common terms is often referred to as "reading, writing, and arithmetic" – the basic communication and mathematical skills that are prerequisite to learning specific vocational skills for large numbers of occupations. Career education seeks to increase the student's motivation for learning such skills through making clear both the need for and the necessity of such skills in today's world of work. Too many students, and too many teachers, seem to be caught in a "school for schooling's sake" syndrome at all levels of education. The only reason they can see for going to school is that they can ready themselves for still more schooling. Students ask their teachers, "What good will it do me to learn this?" and teachers too often answer by saying, "You will need it for classes to take next year." As a result, student motivation for learning and teacher motivation for teaching declines. When this happens, academic achievement also declines, and when students leave school for the world of paid employment, employers complain that they (the students) can't read, write, or calculate at a level that will make them productive workers.

Career education seeks to turn this situation around by making education as preparation for work both a prominent and a permanent goal of all who learn. For this to occur, both employers and employees in the world of work outside education must be active participants in the educational process. Many elementary school teachers, like their students, simply do not know how the skills they teach are used in the world of paid employment. The same can be said of many teachers at the secondary and collegiate levels. To remedy this deficiency, career education asks that persons from the world of work outside education be willing to serve as resource persons in classrooms and to open up the workplace for student and educator observation. Students in our schools today need to learn from persons who have been through the "school of hard knocks" as well as from those who have been through the "school of hard books."

A conscious effort, beginning in the early elementary school and continuing through all of formal education, to teach good work habits is a second essential adaptability skill of concern to career education. By "work habits," we are not speaking of "work values" – of personal reasons why a particular individual would make career decisions. Rather, we are speaking only about those basic work habits which over the years have been identified as clearly related to productivity.

Let me put it in the most direct possible terms: We want all students to learn to try – to do their best at any assignment – to begin their work on time – to finish their work assignments before stopping – to cooperate with their fellow workers – and to recognize the interdependence of various workers and so the necessity for someone who directs or supervises others. If youth first become aware of the nature and importance of good work habits only when they leave schooling for the world of paid employment, it's too late. Such work habits, if they are to become a part of the person, must be consciously taught, beginning in the early elementary school. To be fully effective, they must be reinforced in the home and family structure. Thus this is one way in which the home and family become part of the collaborative effort known as career education. Good work habits, as adaptability skills, are fully as essential as are the basic academic skills.

Second, each student, at whatever point she or he leaves the formal education system for the world of paid employment, needs one or more sets of specific vocational skills that can be used to gain entry into today's labor market. For some students, such skills will have to be learned at the secondary school level. Increasingly, many others will be learning such skills at the post-secondary, subbaccalaureate degree level. Thousands will continue to seek acquisition of such skills at the undergraduate and graduate levels in our institutions of higher education. For all students, the beginnings of such specific skills must be found in the secondary school experiences. English, for the prospective writer is vocational skills training just as much as machine shop is vocational skills training for the prospective machinist. We need to rid ourselves of the false notion that in our secondary schools some students are getting ready to work while others are getting ready for college. In the past, too many students have gone to college *instead* of going to work. With no clear vocational goals, many have learned while in college much more about how to enjoy life than about how to pay for it. Career education seeks to insert at every level of education, from the secondary school through the graduate school, a recognition of the need for and the importance of using education as a means of acquiring entry-level vocational skills.

If this goal is to be implemented in a meaningful fashion, it will mean a sizable increase in vocational-technical education at both the secondary and the post-secondary school levels. It will also mean an increase in work experience and work study programs for both college- and noncollege-bound students, beginning in the high school and continuing throughout all of higher education. We simply cannot expect that all, or even most, of the skills required for entry into the world of paid employment can be simulated or taught only within the school setting. The job-seeking, job-getting, and job-holding skills needed in today's society are an essential part of these basic vocational skills. Participation of the business-labor-industry community with educational personnel will be essential if today's students are to acquire such skills.

Third, career decision-making skills are absolutely essential in a society such as ours that worships, above all else, freedom of choice for each individual. A common mistake is one of thinking about career decision making as though it occurred at only one point in time. It is essential to recognize that this is a developmental process. As such, it includes career awareness, career motivation, career exploration, the making of a wide variety of career choices, career preparation, career entry, and career progression.

Career awareness is the starting point. I am convinced that many of today's youth have not rejected work. Rather, in effect they have never heard of it – except in a negative fashion described as "labor." They have never seen it, touched it, smelled it, or done it. Many have no realistic concept of the nature of the world of work – or even the name or nature of their parents' occupations. This is illustrated by a little boy I heard about who asked his mother why his daddy always brought home a whole briefcase full of papers to work on at night. When the mother replied by explaining that "Daddy can't get all his work done at the office," the little boy asked, "Well, why don't they put him in a slower group?"

To correct this situation, youth need to be exposed during the early elementary school years to a broad overview of the nature of the world of paid employment. Such a view is one designed to make children aware that a wide variety of kinds of work exists and is needed in our society, that people work for different reasons, and that our occupational society is an orderly place, in terms of relationships between various broad occupational classifications. For this to occur, the collaborative efforts of both the business-labor-industry community and the home and family will be required.

To become aware of the general nature of the world of paid employment is one thing; to consider how one might choose to occupy a particular place in that world is quite a different thing. Awareness must be followed by exploration – with a searching for how one's interests, talents, and values can be used in ways leading to occupational decisions that are satisfying to the individual and beneficial to society. For such decisions to be made hurriedly or at only one particular point in time is both dangerous and upsetting. Youth need "tryout" experiences that will allow them to experience something of what it would be like if they chose a particular field or classification of work. Such tryout experiences, if they are to be realistic, must include experiences in the real world of paid employment. For many students, the junior high school years are good times for this kind of experience. For many others, particularly the college bound, such tryout experiences should continue through the senior high school years and into part of the undergraduate experience on a college campus.

The making of specific career decisions demands that each person answer, for herself or himself, three questions:

(1) What is important to me?

(2) What is possible for me?

(3) What is probable for me?

To answer such questions, in terms of one's entire future, is increasingly impossible in these times of rapid change. The certainty of uncertainty is what faces most young people today. At the same time, a reality of the moment and the short-run future always exists. It is a reality that can, with the collaborative efforts of the formal education system and the business-labor-industry community, be communicated to our youth. If such information regarding educational and occupational opportunities available for choice are combined with the personal understandings of interests, aptitudes, and values gained from the collaborative experiences offered by career education, each youth will have a wider and more informed basis for personal career decision making. A *reasoned* pattern of career decisions for each youth is what we seek – not necessarily decisions that seem reasonable to us. For this to happen, considerable strenghtening of career guidance and counseling must take place in our educational institutions. Part of this strengthening must come from the resources – both personal and physical – of the business-labor-industry community and the home and family structure.

Work Values

Finally, a few words about the nature and importance of work values is in order. No matter how much help is provided in career awareness, career exploration, career preparation, or career decision making based on a combination of self and occupational information, the very personal question of *"Why should I work?"* remains for each individual. Answers to this question can be viewed from an economic, a sociological, or a psychological base. Each individual can be expected to use these three bases, singly or in some combination, for answering this most personal question. As they do, some will find themselves choosing to use their work values in unpaid work – for example, as a volunteer worker, as a full-time homemaker, or in work done as part of their leisure time. Many others will want to answer this question in terms of the setting in which they spend their greatest number of waking hours – their workplace in the world of paid employment.

If work values are to be meaningful in the world of paid employment, it must be possible for workers to exercise them in that world. This of course is the general topic of humanization of the workplace and one that cannot be discussed here. I mention it to illustrate that if the career education efforts I have been speaking about here are to be initiated, this topic cannot be ignored.

Concluding Remarks

Let me conclude by stating, in the most simple and direct terms possible, the goals of the career education movement. In a societal sense, these goals can be stated by saying that we want every individual in the United States to: (a) want to work, (b) acquire the skills necessary to work in these times, and (c) engage in work that is satisfying to the individual and beneficial to society. In an individualistic sense, we want work—true work, not labor — to become (a) possible, (b) meaningful, and (c) satisfying for each individual.

These goals are ones that cannot be met if only our formal education system is working toward them. They will demand the kinds of collaborative efforts and dedication that I have been talking about. Both the individuals in our society and the larger society itself badly need these kinds of collaborative efforts. They need them now.

31.

The Future of Career Education

No significant lasting change has ever come quickly to American education. Those changes that have come most rapidly were associated with substantial infusion of federal funds. They have tended to last only so long as the federal funds kept coming. This means of course that they were not "changes" at all, but simply accommodations to federal pressures. Lasting changes in education have come only when there exists an internal commitment and a personal willingness to change on the part of educators themselves. The career education concept, in addition to calling for this kind of personal commitment to change for educators, seeks similar commitments to change from the business-labor-industry community, from parents, and from students themselves. A broad pattern of changes will be necessary for successful implementation of the career education concept.

To date, very little evidence exists indicating that these kinds of basic changes are taking place. Because of the newness of the career education concept, this is not surprising. We cannot expect change to come until people understand and accept the career education concept as personally meaningful to them. It is going to take time. While, then, it is too early to expect

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From *SRA Guidance Newsletter* (March-April 1973).

much change, it is not too early to specify in broad terms the kinds of basic changes being sought by the career education movement.

Needed Changes in American Education

The kinds of basic changes that the career education concept calls for in American education share two very important features. First, none are new or radical ideas that have failed to demonstrate their worth. Each has been tried and found useful in some school system at some time. Second, none is of such a nature that it would, if adopted, interfere with or detract from any other worthy goal of American education. On the contrary, the proposed changes hold high potential for helping American education meet all its goals. Space limitations will permit me to discuss no change fully, but several can be briefly described.

One such basic change lies in the need for the year-round school in which both students and teachers attend classes on a staggered basis throughout the full twelve months of the year. The year-round school offers many advantages for all of American education. It is important to career education for two reasons. First, it represents a way we can avoid "dumping" large numbers of graduates on the labor market once a year, a practice that guarantees continuing employment problems for school leavers. Second, it provides an excellent opportunity for teachers to use part of their time during the year to gain experience in the world of work outside education without burdening employers with large numbers of such teachers only during the school months.

A second basic change lies in the need for the eighteen-hour school day and the six-day school week. Again, we find here a change that would benefit all of American education in many ways. For career education, such a change would have three significant advantages. First, it would allow us much more flexibility in establishing work experience and work study programs for secondary school students. Second, it would allow the public schools to make significant contributions to adult education, including the need for retraining and upgrading of both unemployed and underemployed adult workers. Finally, it would allow a much more efficient use of school facilities that would permit the expansion of vocational education shops and laboratories without huge additional school construction costs.

A third basic change lies in the need for performance evaluation. The age of accountability has come to American education. We know that we can no longer continue to cite the passage of time as the prime criterion for use in evaluating education accomplishment. Performance evaluation holds multiple advantages for career education. These include: (a) the opportunity for college-bound students to explore occupational education without being "locked in" by strict Carnegie unit requirements of so-called "college prep" courses, (b) the opportunity to extend educational credit for student learning that goes on beyond the four walls of the school, without detracting from the worth of the credits that are granted, and (c) the opportunity to allow students some voice in determining their unique educational goals under a system whereby they can see how close they came to accomplishing their goals, not how they failed to meet goals established by and for other persons.

A fourth basic change is found in the necessity to make it possible for some persons without standard teaching certificates to teach in our elementary and secondary schools. Some of the skills required in effective career education programs are those learned in the "school of hard knocks." We need to make it possible for exchange programs to be established between professional educators and employed persons from the world of work outside education. Again we find a change that holds positive potential for helping us meet many goals of education. It is particularly important if career education goals are to be met.

Fifth, we need to see the open-entry/open-exit system of education adopted as an integral part of American education. In these times of rapid technological change it is no longer possible for most persons to honestly say they have "finished" their education. Some secondary school students will profit more from formal education if they are allowed to work full time for a while before finishing their twelfth grade. They should be able to do so without being labeled a "school dropout." Similarly, it should be possible for some out-of-school youth and adults to return to the public schools for purposes of continuing their education without being placed in special classes. There are many good reasons why our public schools, in these times, must be prepared to serve adults as well as youth. The career education movement represents one of those reasons.

Needed Changes in the Business-Labor-Industry Community

Some persons from the business-labor-industry community who are voicing support of career education seem to be unaware that if career education is to work, they must be active participants, not simply "cooperators" with the education system. Even fewer appear to recognize that in addition to changes in education, a series of changes must also occur in the business-labor-industry community. These needed changes are fully as great in magnitude as those called for in our system of public education.

First, major changes must take place in the business-labor-industry community if the great expansion of opportunities for observations, work experience, and work study called for by career education is to actually occur. Observation experiences have been made available to elementary school students on an infrequent and sporadic basis in the past. Programs of work experience and work study carried out cooperatively with school systems have been limited primarily to some vocational education students.

The career education concept calls for observations, work experience, and work study being made available to *all* students sometime during their kindergarten through twelfth grade public school experience. In addition, it calls for similar opportunities being made available to teachers, counselors, and school administrators. When one considers that this is to be done, in part, through exchange programs between school personnel and persons from the business-labor-industry community, the challenge for change takes on a mind-boggling dimension. Yet it is going to be essential if the career education concept is to really work.

Second, the business-labor-industry community must be willing to work with school personnel in the establishment and operation of comprehensive placement programs designed to help students make a successful transition from school to work. A career education program that helped students who want to work, equipped them with job skills, and then did nothing about job placement would surely be a farce. We have seen the ratio of youth to adult unemployment rise each year since 1960. Career education is charged with responsibility for reversing this trend. If this is to be done, comprehensive job placement programs, carried out cooperatively between schools and the business-labor-industry community, must be established. Public education and the business-labor-industry community cannot continue to blame each other for the failure of many former students to make a successful transition from school to work. This change is essential.

A third basic change must consist of conscious and conscientious efforts on the part of the business-labor-industry community to improve both physical and psychological conditions in the workplace itself. One of the reasons why some employers say they have "lousy" workers is that they (the employers) have created some "lousy" jobs. A wide variety of means – now readily available – can help workers gain more personal pride, satisfaction, and feeling of accomplishment from the tasks they are asked to perform on the job. In far too many employment settings these new approaches have not yet been considered, let alone adopted. We know that racism and sexism are still significant and powerful forces in both hiring and promotion practices existing in the occupational society. Career education cannot, in good conscience, try to help more students want to work unless it is willing to devote considerable attention to these problems. The actual solutions, of course, must take place in the business-labor-industry community.

Needed Attitudinal Changes

Much of the long-run future success of the career education movement will be dependent on the extent to which we are successful in creating basic attitudinal changes among students, parents, professional educators, the business-labor-industry community, and the general public. No amount of programmatic change can possibly produce positive results unless such attitudinal changes take place. This is where the career education movement itself faces its greatest danger, for career education programs must necessarily be initiated in places where negative attitudes are present. In such situations, the greatest efforts must be made to effect positive attitude change. If these efforts are successful, the entire career education program can evolve in an orderly and systematic fashion. If unsuccessful, it is likely that the continuing presence of negative attitudes will kill the career education concept long before it can be put into full operation and subjected to objective evaluation. Many adverse attitudes are involved here. Two are particularly important.

One such attitude that must be changed is the worship of the baccalaureate degree as the best and surest route to occupational success. This has resulted in the viewing of collegiate programs as inherently superior to occupational education programs and those who attend college as "better" than those who do not. Career education cannot succeed so long as vocational education is viewed as a "second best" part of the secondary school and persons enrolled in such programs as "second best" students. Vocational educators have gone very far toward accepting their colleagues in professional education as coworkers in an attempt to emphasize education as preparation for work. It is time those in the so-called "college prep" portion of public school work recognize the worth and dignity of vocational education and of those who teach and learn within the framework of vocational education.

The integration of vocational education and academic education into a single, comprehensive set of educational opportunities from which students can choose is long overdue. But this integration, like any other integration effort, cannot be accomplished solely through the efforts and good intentions of one of two groups. It must be a matter of mutual concern and mutual effort.

The second basic attitudinal change required for the long-run success of career education has to do with perceptions of the meaning of the four-letter-word "work." To too many people the word still has negative connotations that demand it be defined as something undesirable, as something to be endured if not actively disliked, as something one does only in order to earn money, and as an unpleasant aspect of living to be avoided whenever and wherever possible. To the extent that work continues to be viewed in such a manner, the career education concept cannot possibly succeed – nor can it even survive for very long.

To replace the negative view, the career education movement seeks to define "work" as productive effort aimed at producing goods or services that will be beneficial to mankind. The connotations of "productive" and "beneficial" are equally important in this definition.

It is a concept that pictures work as a prime means of helping all individuals meet their personal, human needs for *achievement*, for *accomplishment*. One must feel that he is *doing* something that is recognized by others as being meaningful; it must also be meaningful to the worker.

It is a concept that recognizes that one person may like his work while another may dislike the work he does; yet neither worker is diminished in the process.

It is a concept that does not restrict the definition of work only to acts that result in monetary rewards. Rather, it recognizes, in addition to paid jobs, the work of the homemaker, the volunteer, and the student in the classroom.

It is a concept that can be expressed in terms of the economic and societal necessity for work, but can be equally well expressed in terms of the psychological necessity for work as a means of enhancing one's self-concept.

As envisioned by career education, "work" is a wonderful word that carries a host of positive connotations. Unfortunately, the word is not interpreted in such a way by many persons at the present time. A major portion of the initial career education effort must be directed toward changing the concept of work from one that carries negative connotations to one that is viewed in a positive manner by the vast majority of people.

In December 1972 a special task force chaired by Dr. James O'Toole of the Department of Health, Education, and Welfare submitted its report to the Secretary, Elliot L. Richardson. The title of the task force report is *Work in America*. Much of the content is highly controversial, and the report is bound to create heated debate for several years. The topics covered include many of key interest to anyone interested in the concept of work as it relates to career education. It seems very likely that the long-run future of the career education movement will be influenced, to a significant degree, by the directions taken in resolving issues identified in this report.

Concluding Remarks

In this paper, I have written about basic changes required for the long-run success of the career education movement. It is hoped that the career education honeymoon we are now enjoying can last long enough to see the beginning of movements accomplishing these kinds of basic changes. If this can be done, career education can truly become a major influence in American education that will do much to make our system of public education meaningful and beneficial to this and future generations. I know that none of these kinds of changes will come easily or quickly. I am convinced that each of them is needed now and will be needed even more in the years ahead. It is time that we all begin to move in these directions.

It is particularly important that the counselor take an active interest in the kinds of basic changes suggested here. Each change discussed here has direct implications for career development of students. Each also has implications for the changing role and function of the school counselor.

A very real challenge for serving as change agents has been given to school counselors by the career education movement. If this challenge is to be met, the first change that must take place is in the counselor himself. It is hoped the counselor's interest in and concern for students will provide the incentive for initiating these needed changes. If this is done, the future of career education looks very bright indeed.

32.

Career Education: A Crusade for Change

It has been only four years since former USOE Commissioner of Education Sidney P. Marland, Jr., coined the term "career education." Since that time, the concept has swept the country. At a recent USOE career education conference, 46 state departments of education and five of the six trust territories, plus the District of Columbia, sent representatives. Nine state legislatures have passed career education legislation. Hundreds of publications on career education have been produced and distributed. At least ten major national associations have endorsed career education. Career education programs have been initiated in almost a third of the nation's seventeen thousand school districts. It has been endorsed by both of the USOE Commissions of Education – Dr. John O. Ottina and Dr. Terrel H. Bell – who have followed Dr. Marland in occupying that position. When P.L. 93-380 was passed and signed into law in August 1974, career education became for the first time in history a mandate of the Congress of the United States. In October 1974, the U.S. Office of Education published an official policy paper on career education. Never has a call for educational change been adopted so quickly in so many places with

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From remarks presented to the Nebraska School Boards Association, Lincoln, Nebraska, November 1974.

so few federal dollars. In this sense, career education has truly broken all records.

In my opinion, Dr. Marland acted wisely in refusing to provide a single USOE definition of career education when he coined the term. Instead, he called for the meaning of career education to be forged in local, state, and national debate and actions. As a result, career education has been defined in a wide variety of ways by widely diverse segments of our society. It has sometimes seemed as though career education is viewed as an answer to almost any problem anyone could see facing American education. For a while, career education seemed to be perceived as a panacea for all the ills of our education system. This was dangerous and unwise. That is, anything regarded as a panacea is almost surely doomed to become a matter of overpromise and underdelivery.

Fortunately, some strong and common threads seem to be evolving with reference to the need for, nature of, and methods to be used in implementing career education. It is time that these common threads be identified and discussed in ways that are clear to the general public. Career education is a crusade for change in our entire system of American education. Unlike some previous calls for change, career education's crusade cannot succeed if only educators are involved in the effort. The changes called for by career education involve the broader community as well as the system of education. The public has a right to know and a responsibility to act in the career education concept.

In attempting to provide such knowledge as a basis for action, we must consider three topics: (a) the need for career education, (b) the nature of career education, and (c) the actions required for implementation of career education. The remainder of this presentation will be devoted to a discussion of these three topics.

The Need for Career Education

Two basic and related societal needs lie behind the career education movement. One is the need to clarify and emphasize relationships between education and work for all persons. The second is the need to make work a meaningful part of the total life-style of all persons. Each of these needs can be pictured both in terms of society as a whole and in terms of individuals in the society.

American education has produced a relatively few individuals whose efforts have changed the entire occupational structure. The rise of technology has increased the need for persons with specific occupational skills and dramatically reduced the need for unskilled labor. In addition, and equally important, it has resulted in a rapid rise in the rate of change in the occupational system. As a result, youth are faced with two problems which, to many, must appear to be contradictory in nature. First, they are told they must acquire some occupational skills that can be used to enter the labor market. Second, they are told they must have adaptability skills that will enable them to change with further changes in the world of paid employment. Small wonder that many appear confused and uncertain.

American education has done a good job in preparing a minority of its students both to cope with change and to be productive contributors to still greater change. We have not done a good job for the vast majority of our students – including many of our college graduates as well as many who leave the education system at earlier levels. For the great majority of students, American education's prime contribution seems to have been merely lengthening the number of years of schooling. While for most youth this has delayed the time at which they seek to enter the labor market, it has not helped greatly in the transition from school to work. One does not solve a problem by delaying the time at which the problem is faced.

The results of American education's failure to clarify and emphasize relationships between education and work are apparent to all. They can be seen in the sickening stability of the ratio of youth to adult employment remaining at a level of three to one. They can be seen in the complaints of employers that youth seeking jobs possess neither the basic academic skills nor good work habits, nor positive work attitudes that make for productive employees. They can be seen in the large numbers of youth who can see no relationships between what they learn in school and what they will do when they leave school. They can be seen in the large numbers of adults who, when faced with the need to change occupations, find themselves unequipped for doing so. In all these ways, the past failures of American education to help all students understand and prepare for relationships between education and work are obvious. The need to change is equally obvious.

Important as it is, the need to clarify and act on the increasingly close relationships between education and work represents only the tip of the iceberg of needed change. At a deeper level, employers and employees, youth and adults, and paid and volunteer workers seem to be looking for greater meaning and meaningfulness from work as part of their total life-style. Productivity, expressed as output per man-hour, has become a matter of national and international concern. Too many workers seem to endure their jobs rather than gain personal satisfaction from their work. They come to work as late as possible, do as little as possible, and look forward to the time the workday is over. The result is described in the popular literature as "worker alienation." Debate continues regarding whether worker alienation is due to worker qualities or job conditions. The answer of course is that both have been involved. There is a need to curtail the debate and move toward solution. Career education is part of that movement toward solution.

The proportion of one's life spent in paid employment is declining. As this occurs, the need for individuals to find meaning and meaningfulness in their leisure time increases. It is especially important for those who fail to find such meaningfulness in the world of paid employment. Yet far too many seem to be regarding the word "leisure" as synonymous with the word "play." Persons with nothing to do seldom do nothing. It seems obvious that many of our current societal problems have stemmed from our unwillingness or inability to concentrate attention on how to help individuals gain a greater sense of self-worth and meaning through their leisure time. Career education seeks to contribute to solutions to these problems.

The Nature of Career Education

The core of the career education concept is centered round the four-letter word "work." There is consensus, though far from universal agreement, among career education leaders at the local, state, and national levels that this is so. The negative connotations associated with the word "work," in the minds of many, make it essential that its meaning, as used in career education, be discussed here.

Work is a conscious effort, other than activities whose primary purpose is either coping or relaxation, aimed at producing benefits for oneself or for oneself and others. In this context, the word "work" is distinguished from the word "labor" by the fact that it represents a purpose chosen by the individual. This definition can be used to cover the world of paid employment. It also applies to the work of the full-time homemaker, the volunteer worker, work performed as part of one's leisure time, and the work of the student as a learner. Its four key words are: conscious, effort, producing, and benefits.

The single most important understanding to be derived from this definition is its implications of personal meaningfulness for the individual. This is rooted in the basic human need of all humans to become *someone* through doing *something*. It is the need to do, to achieve, to accomplish that is emphasized in this definition.

The word "work," as defined here, is not a societal obligation. Rather, it is more correctly viewed as a human right of all humans. In a very real sense, it is the right of each individual to discover both *who* she or he is and *why* she or he exists through *what* she or he is able to accomplish. It is obviously related both to society's need for productivity and the individual's need for a personal meaningfulness in life. As used in career education, "work" is a good word – an individual opportunity, not a societal burden.

In career education, the word "career" is defined as the totality of the work one does in his or her lifetime. Thus the "careers" of most persons begin prior to entering kindergarten and continue well into the retirement years. One can change occupations, jobs, or positions, but one's "career" doesn't change. Rather, it evolves and develops.

In career education, the word "education" is defined as the totality of activities and experiences through which one learns. While it includes "schooling," it extends beyond what is learned in a formal classroom setting through the efforts of persons called "teachers." Thus "career education" itself can be generically defined as a combination of the two words "career" and "education" to mean all of those activities and experiences through which one learns about and prepares oneself for work.

The societal goals of career education are to help each individual want to work, acquire the skills necessary for work, and engage in work that is satisfying to the individual and beneficial for society. The individualistic goals of career education are to make work possible, meaningful, and satisfying for each individual. Viewed from either a societal or an individualistic sense, "work" is the central core of the career education concept.

Implementing Career Education

Two key words – "infusion" and "collaboration" – underlie efforts to implement career education. The word "infusion" is used to represent attempts *within* the formal system of education to make education as preparation for work both a prominent and a permanent goal of all who teach and all who learn. The word "collaboration" is used to represent involvement *among* educators, the business-labor-industry-professional-government community, and the home and family structure in career education. Both words correctly imply a number of major and significant changes.

Infusion changes – those internal within the education system itself – take many forms. They include the following:

(1) A change, beginning in the elementary school and continuing through college education, toward emphasizing career implications of subject matter. It is hoped that this will motivate students to learn more subject matter – including the basic skills of reading, mathematics, and communication.

(2) A change, beginning in the elementary school and continuing through college education, toward emphasizing good work habits – including good study habits. It is hoped that such an emphasis will contribute both to increasing academic achievement and to the use of good work habits in work done after leaving the education system.

(3) A change, beginning in the elementary school and continuing through college education, toward emphasizing the process of career development – including career awareness, career exploration, career motivation, career decision making, career preparation, and career entry. It is hoped that this will increase career options for all students and lead to more reasoned career decisions.

(4) A change, beginning in the elementary school and continuing through college education, toward using performance evaluation as one means of measuring student accomplishments. It is hoped that this will aid the student in discovering what she or he can do and has done – how she or he has succeeded as a result of work. This in turn should help make work a more personally meaningful experience for each student and, as a result, help each student clarify her or his own personal work values.

(5) A change, beginning in the secondary school and continuing through post-secondary education, toward recognizing the need to increase the quantity, quality, and variety of vocational and technical education options offered all students. It is hoped that this will put our educational offerings more in line with real occupational opportunities. Additionally, it should help in opening up opportunities for college-bound students to sample vocational education offerings and for vocational education students to elect some courses typically reserved for the college bound. This should in turn greatly reduce tracking.

These kinds of changes should make it clear that career education is for all students, that it is not limited to the kindergarten through twelfth grade levels of education, and that it will demand changes in the operational patterns and attitudes of all educators. Important as these changes are, they will not by themselves result in effective career education unless a set of collaborative activities are added to these kinds of infusion efforts.

Among the collaborative efforts needed between the education system and the business-labor-industry-professional-government community, the following are particularly crucial and important:

(1) A change, beginning in the elementary school and continuing through college education, toward using personnel from the world of work outside education as resource persons in the classroom and as consultants to educational personnel. It is hoped that this will help both teachers and students become more aware of the world of work, the career implications of subject matter, and the wide variety of work values currently operating in our society.

(2) A change, beginning in the elementary school and continuing through college education, toward providing observational, work experience, and work study opportunities to students *and* to those who educate students – to teachers, counselors, and school administrators. It is hoped that this will create a "third world" for students that will provide them with the kinds of knowledge and experiences that will allow them to make a more effective transition from the world of schooling to the world of work outside education.

(3) A change, beginning in the secondary school and continuing through college education, toward establishing and operating (in collaboration with school personnel) job placement programs for school leavers. This includes the use of personnel from the world of work outside education in teaching students job seeking, job getting, and job holding skills. It is hoped that this will provide some help in reducing the current high rate of youth unemployment.

The home and family structure represents a critical and crucial part of the collaborative effort required for effective career education. Much of career education's concerns center round student attitudes, work values, and career decisions. These are matters that are and should be heavily influenced by parents. Among the many ways in which we ask parents to join this collaborative effort, the following are especially important:

(1) A change, beginning in the elementary school and continuing at least through grade twelve, toward using parents as role models for particular occupational lifestyles through their presence in the classroom or through materials and information they supply for use in the classroom. It is hoped that in addition to providing valuable information, this will also help parents view themselves and their work in a more positive light. This in turn should help parents visit with their children in a more positive fashion about work.

(2) A change, beginning in the elementary school and continuing at least through grade twelve, toward helping both parents and children view the home as, in part, a kind of workplace – as a place where all family members work, not just the mother. It is hoped that this will illustrate and reinforce the kinds of good work habits and positive work values school career education programs seek to provide. At the very least, it should help avoid negating the school's efforts.

(3) A change, beginning in the elementary school and continuing at least through grade twelve, toward involving parents to a greater degree and in a more positive fashion in the career development of their children. This includes encouraging students to discuss career problems and tentative career choices with their parents as well as encouraging more contacts between parents and career guidance personnel in the schools. It is hoped that this will enable schools, parents, and students to work together in expanding career options open to students in ways that will protect freedom of choice for students and avoid forcing any premature occupational decisions.

(4) A change, beginning in the elementary school and continuing at least through grade twelve, toward involving parents and school personnel in emphasizing the constructive and positive values of work in one's leisure

time. It is hoped that this, too, will help students in the process of full career development.

These three elements of society – the formal education system, the business-labor-industry-professional-government community, and the home and family structure – must collaborate if the need for and the promises of career education are to be fulfilled. We hope that in every community there will be established a community career education coordinating council charged with policy decisions for career education. Representation should be present from all three of these societal elements. It will be particularly crucial that students themselves are represented on this council.

Concluding Remarks

Two practical questions remain: (a) how much will it cost? and (b) what are its chances of working? A few comments on both questions are in order here.

There is no doubt but that career education will cost some money. The largest single cost will be in-service education of educational personnel. The second largest cost will be for someone to ramrod the career education effort. Other costs will include those for materials, for the kinds of collaborative efforts I have described, and for financial assistance needed by low-income persons in order to implement their career decisions. Whether such costs represent additions to the education budget or a realignment of existing budgets is a question yet to be answered in any single fashion.

The greatest cost required for career education is not measured in dollars. Rather, it will be measured in effort and commitments on the part of those who work to make career education effective. Surely it will take time, and that does represent a cost. How we each choose to spend our time and energies is the really crucial question of cost facing career education.

Will career education work? The answer will obviously vary from place to place. No one ever said it will be easy – and it won't be. No one ever said that all teachers, all business people, all parents, or all students will endorse or participate in a career education effort. It will be easy for each of us to immediately think of many individuals we know who are unlikely to participate effectively in career education. If we build our plans round probable failures, our chances for success are small indeed. I would rather build plans on a positive basis by looking for resources to make it work rather than obstacles that will prevent it from working.

Finally, no one has said that if implemented fully and effectively, youth problems of transition from school to work would disappear. We have said that career education can make a positive contribution toward solving such problems. If given a chance, it will help some. I am convinced of that. I ask that you give it that chance.

33.

Evaluating Career Education's Implications for Instruction

The birth of a new idea properly precedes its expansion into an educational concept. The formulation of a new concept properly precedes a concern for testing its efficacy. Global evaluation of a concept's efficacy properly precedes the formulation and testing of research hypotheses aimed at discovering optimal means of implementing the concept in educational practice. The critics of a new idea in education typically use, as one weapon, a call for definitive research results even prior to the time the idea has been developed into a tentative concept form. This short set of generalizations could, I believe, be illustrated repeatedly by those who study the history of new ideas in American education. Career education is only the latest example.

Former USOE Commissioner of Education Dr. Sidney P. Marland, Jr., first introduced the term "career education" in 1971. It is important to note that Dr. Marland introduced an *idea*, not a *concept*. His idea was that the world of schooling needs to be brought into closer relationship with the world of work. In introducing this idea, Marland called for the definition of "career education" to be developed in the hard crucible of educational practice. The *idea* was not new, having been stated as one goal of American education in explicit form by the Mor-

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From a paper written in 1975.

rill Act of 1865. Just prior to Marland's pronouncement, the idea had been well illustrated in books by Venn (1964), by Evans, Mangum, and Pragan (1968), by Pucinski (1969), and by Rhodes (1970).

Thus, while the idea was not new, there were two new circumstances surrounding it. The first was the term "career education" used to express the idea. The second was that for the first time the idea was being championed by a USOE Commissioner of Education and made a top priority of the U.S. Office of Education. Bolstered by these two new aspects, the idea attained quick approval and endorsement throughout the land by educators, parents, students, businessmen, and the general public. School systems in all parts of the country adopted policy statements supporting "career education" and initiated efforts to implement such policies. The U.S. Office of Education earmarked several million dollars to demonstrate the concept.

We were caught in a "chicken or the egg" situation. That is, we were attempting to formulate the conceptualization of career education through attempts to implement the *idea* of relating education and work. The facts used to promote career education pertained much more to the need to relate education and work than to our demonstrated ability to do so. Given the history of new ideas in American education, this should, it seems, be viewed as neither surprising nor necessarily distressing.

The amount of progress made in the name of "career education" over the last four years has been substantial and most encouraging. During this period of time, the "idea" of career education has been effectively converted into a "concept." A multiplicity of methods has been devised and field tested for the implementation of career education. Public enthusiasm for and acceptance of career education have continued to grow. Now, in 1975, we find ourselves at a point in time when it is appropriate to begin the hard task of evaluating the efficacy of the career education concept. This of course is not to say that the task of conceptualizing career education has now been completed. Any viable educational concept must be a continually evolving one – and career education must not become an exception. I am only saying that if one studies the consensus tables in the appendix of this book, it seems apparent that consensus has been found for a *current* effort to state the concept of career education.

The purposes of this paper are to: (1) provide a short capsule summary of the concept of career education, (2) summarize evaluation criteria now being proposed for career education and identify those that seem most appropriate, (3) illustrate currently available results pertaining to evaluation of career education, and (4) present some brief thoughts regarding our current and future needs for evaluation and research.

The Concept of Career Education

The concepts of career education have been thoroughly explored in earlier chapters. Here we end with a brief summary: First, it is apparent that career education has been conceptualized round the four-letter word "work." The word "work," moreover, has been defined so as to reflect the human need of all human beings to do – to accomplish – to achieve. It is a very humanistic concept indeed. As such, it includes both the world of paid employment and the world of unpaid work – including the work of the volunteer, the full-time homemaker, the *student*, and work in which individuals engage in the productive use of leisure time. It is a concept that obviously applies to *all* students at all levels of education.

Second, with this definition of "work," career education is clearly a developmental concept beginning in the preschool years and continuing, for most persons, well into the retirement years. As a developmental concept, career education has leaned heavily on the process of career development over the life span – including career awareness, motivation, exploration, decision making, preparing, entry, progression, maintenance, and decline.

Third, while career development has been used as the process to illustrate the developmental nature of career education, the teaching-learning process has been the prime vehicle used for implementing the concept. Here, the rationale has been taken from efforts to reduce worker alienation in business and industrial settings. Career education has attempted implementation strategies that, it is hoped, will reduce worker alienation among both students and teachers. We have assumed that if this can be accomplished, educational productivity – i.e., student achievement – will increase.

Fourth, the prime methodology devised for implementing career education has been that of collaborative relationships among the formal educational system, the business-labor-industry-professional-government community, and the home and family structure. By viewing the total community as a learning laboratory and persons from that community as resources for implementing career education in classrooms under teacher direction, the result has been a vast expansion of means, materials, settings, and resources for making learning more appealing and meaningful to students and teachers alike.

Evaluative Criteria for Career Education

The USOE policy paper on career education, reprinted as chapter 1 of this book, lists nine learner outcomes considered appropriate for use in evaluating career education. Of these, four seem particularly apropos for use here. The first calls for students to be "competent in the basic academic skills required for adaptability in our rapidly changing society." The importance of this criterion stems from a combination of reasons. One such reason is that employers have complained that youthful job applicants coming to them are often deficient in the basic skills of oral and written communication, of mathematics, and of basic science. A second reason is the current rapidity of occupational change and need for these basic skills as a prerequisite for adaptability. A third reason is clearly evident when one visits classrooms and finds many students who apparently are not sufficiently motivated to acquire these essential skills. Furthermore, it is not difficult to find teachers whose level of motivation for teaching appears no higher than that of their students for learning.

The concept of career education calls for two broad approaches for increasing student achievement. The first is to show students how adults need and use such skills in the work they do. The second is to increase the variety of means and settings for use in helping students acquire these basic academic skills.

The second criterion, in the USOE policy paper, is stated as "equipped with good work habits." The work habits we refer to are those that over the ages have been positively related to productivity – to output per person-hour. They include such habits as: (a) coming to work (to school) on time, (b) doing one's best, (c) finishing tasks that are begun, and (d) cooperating with one's fellow workers. Again, we find a situation where employers are asserting that youthful job seekers are coming to them unequipped with such habits. If such habits are to become part of one's life-style as an adult, it would help if they were acquired early in life. The concept of career education calls for teachers to consciously emphasize the importance of good work habits to their students and to provide assistance in and credit for their acquisition. It is hoped that if this occurs, it will also contribute to student achievement in the classroom. Additionally, it will serve as a valuable adaptability tool to be used in the adult world of rapidly changing occupations.

The third criterion in the USOE policy paper is stated as "capable of choosing and who have chosen a personally meaningful set of work values that foster in them a desire to work." In a generic sense, work values can be thought of as the constellation of reasons various individuals give when answering, for themselves, the question "Why should I choose to work?" We clearly want students to work in their current vocation – their primary work role; i.e., that of student. Thus, in part, our concern is for providing students with multiple reasons why they might choose to master the subject matter we are teaching. Additionally, we seek to help them understand the work values – i.e., the personal reasons for choosing to work in particular occupations – on the part of adults now employed in the world of paid employment. That is why, for example, career education field trips, at least at the elementary school level, emphasize work, not occupations – the ways in which workers are contributing to society's goals rather than a study of their specific job functions. The worth, value, and dignity of any occupation is brought to that occupation by the human beings doing that work. We seek to help students understand and appreciate the worth of workers – with special emphasis on their parents as workers – through helping them understand the many ways in which each worker contributes to society and so receives personal benefits for herself or himself. We *do* want our students to want to work.

The fourth criterion is stated as "successful in incorporating work values into their total personal value structure in such a way that they are able to choose what, for them, is a desirable life-style." In seeking to apply this criterion in the evaluation of career education efforts, we are certainly not thinking of using specific occupational choices as the measuring stick. Rather, we are thinking more of measures that would represent a reduction in both race and sex stereotyping as restrictors on occupations considered for possible choice. Work values, like other personal values, are highly influenced by early life experiences. School textbooks have for years been filled with examples representing both race and sex stereotyping when occupations are described. To open up full freedom of choice in later years, for both minority persons and females, demands that these problems be attacked in the schools. Further, the wise use of one's leisure time demands that consideration be given to activities which, because they are productive, result in personal satisfaction and a sense of accomplishment for the individual. This, too, is something career education has said should be begun to be communicated to students in the early elementary school years. We've reasoned that the best of all possible times to acquaint students with the positive connotations of "work" is when, in their own life-styles, they have difficulty separating it from another four-letter word called "play."

Examples of Evaluations of Career Education Efforts

Most of the career education efforts, and therefore most career education evaluations, have occurred at the elementary school level. Of the four criteria discussed above, the first must, it seems to me, take priority in our attempts to evaluate the effectiveness of career education efforts at the elementary school level. That is, much as parents favor our efforts to increase student understanding of relationships between education and careers, their basic reasons for sending their children to the elementary school are much more directly and immediately related to education than they are to work. Parents and the general public want elementary school students to learn to read, to perform simple arithmetic operations, to acquire the basic skills of oral and written communication, and to acquire a general understanding of and appreciation for the world in which we all live. If in the process they learn something about careers, parents will be pleased, but that is not basically why students are sent to the elementary school. No new idea can succeed in education if it fails to recognize the importance of this basic educational function and the responsibility of that new idea for making some positive contribution toward that goal. The old saying that "the tail cannot wag the dog" is appropriate to remember here. Unless career education can demonstrate that, when applied, students in elementary schools increase their levels of academic achievement in the basic skills, it will have trouble justifying itself long enough to be concerned about the remaining criteria.

Thus it is encouraging to find that among those few career education programs where conscientious attempts have now been made to engage in some form of "product" evaluation, the use of increases in academic achievement has been applied. It is further encouraging to see that at least with the few examples now available, the results look more positive than negative.

One example is found in a monograph written by Dr. LeVene Olson of Marshall University (1974). Using elementary school students in Lincoln County, West Virginia, Olson found that when students who had been exposed to a career education effort were compared with another group who had not been so exposed, the "career education" students (grades one through six) scored 11 percent higher in language achievement and 24.5 percent higher on mathematical achievement than did the control group.

Similar kinds of results were reported, in capsule form, by Clifton Purcell of the Santa Barbara, California, career education program (1974). He reported that when the reading ability of second graders from a class emphasizing career education approaches was compared to that of second graders not involved in such an approach, the reading scores on the Cooperative Primary Reading Test were significantly higher, in a statistical sense, in the class using a career education approach in the classroom.

In Dade County (Miama), Florida, a letter to me from Dr. E. L. Whigham, Superintendent, Dade County Public Schools, provided data on results obtained from efforts to use a career education approach to teaching mathematics to fourth, fifth, and sixth graders at the Drew Elementary School. Comparing gain scores gained from data collected in 1973 and 1974, he reported mean gains (in the form of grade equivalents) for the fourth graders as 1.96, for fifth graders as 1.52, and for sixth graders as 1.30. The conversations with Dade County career education personnel made these gains seem even more impressive when they related that, among inner city elementary schools such as the Drew Elementary School, the average mean gain in mathematics achievement for the year was less than 0.50 when expressed in the form of grade equivalents.

A report on evaluation of career education efforts in Prince George's County, Maryland, showed similarly positive results (Smith, 1974). There, when elementary school students who had been exposed to a career education approach were compared with those who had not been so exposed, the career education students scored significantly higher on both reading and mathematics scores in grades three and seven, while in the other elementary school grades where comparisons were made (sixth graders), the career education students scored significantly higher on math, but showed no statistically significant differences when compared with the control students on their reading.

One study has come to my attention that failed to show any statistically significant differences between students exposed to a career education approach when contrasted with those who were not so exposed. This was reported in a Minnesota study (Smith, Brandon B., 1974). When results from this study are studied, it can be seen that the career education "treatment" consisted of somewhere between one and two hours per week. This is far from what the concept of career education calls for.

These are all the results, related to the first criterion, that so far have been reported to USOE's Office of Career Education. It is of course negative and discouraging to see so few results available. On the other hand, it is positive and encouraging to see that, at least to date, the results do appear to support the rationale used in the formulation of the career education concept.

The Future of Career Education Evaluation

On August 21, 1974, President Ford signed into law the Education Amendments of 1974 (P.L. 93-380). Section 406, Title IV, is titled "Career Education." The Congress, in its wisdom, chose to make this first piece of congressional legislation for career education a *demonstration* act rather than a *program implementation* act. Thousands of school systems across the land feel that they have already demonstrated the viability and acceptance of career education in their communities. Many seem to feel that Congress erred in not providing the hundreds of millions of dollars required for implementing comprehensive career education programs throughout our nation. Personally, I understand and identify with the desire and commitment being expressed by such practitioners. At the same time, when I face the hard question of evaluation, it seems to me that the Congress acted wisely by asking that we demonstrate the effectiveness of career education before requesting large sums of money for its programmatic implementation. It should be obvious from what has been said here so far that we have yet to do so on a comprehensive and obviously clear-cut scale.

The truth is, the so-called "demonstration" projects in career education funded from 1971 to 1974 were much more demonstrations of the struggle to develop and attain consensus on the career education concept than they were actual demonstrations of the effectiveness of that concept when applied in educational settings. Only now have we reached a point in time when the concept is sufficiently understood and a sufficient degree of consensus has been reached so that we are in a position to really test the viability of the concept through evaluation of results of demonstration efforts. In saying this, I have no intention of being either critical or lacking in appreciation of these earlier efforts. On the contrary, it seems to me miraculous that they were able to advance the concept so far in so short a time. They deserve credit from all of us, not criticism from any of us.

Now, however, we must turn our most serious attention to problems involved in demonstrating and evaluating the effectiveness of career education. To do so, it seems to me that our efforts must be directed simultaneously in three basic directions. First, it will be essential that demonstration projects make clear the full career education concept, including its rationale, basic nature, and implementation strategies, that they are attempting to demonstrate. We can never really say how good career education is until and unless we are willing and able to define in specific programmatic terms what we mean when we say we are exerting a career education effort. We have now reached a point in time when we should be able to do this.

Second, we must devote serious and concentrated attention to the problem of constructing and validating assessment instruments and devices appropriate for use in the evaluation of career education. Much remains to be done before we will be able to say we have adequate devices available for measuring growth in such phases of career development as career awareness, career exploration, career motivation, career decision making, and career maturity. With all of our rhetoric about the nature and importance of work values, we still have far to go before we will be able to say that we have reliable and valid instruments available for measuring the existence of such values – or the ways in which they change. Most instruments used to date in evaluation of the career development goals of career education are those that were originally intended for other purposes. This is a serious problem.

Third, it seems to me that we must all support and encourage efforts of the Education and Work Task Force of the National Institute of Education, as well as efforts of university researchers and those in other parts of society, to hasten the types of basic research whose results will be essential to the long-run future of career education. I am speaking here about such matters as studying the basic nature of sex stereotyping in occupational decision making, the viability of work experience as a supplement to classroom instruction, the use of performance evaluation, and various approaches being used for expanding educational opportunities for all persons. These and many other segments of the career education concept are still based much more on philosophical belief than on hard evidence. One can reach the outer limits of utility for words alone in a very short while.

Concluding Statement

This paper has attempted to take a positive rather than a negative approach to current problems facing our attempts to evaluate career education. While I have tried to acknowledge that we still have a long way to go, I hope I have also communicated my feeling that career education has come a long way in the last four years. We have moved from the "idea" to the "concept" stage. We have been able to maintain and expand the enthusiasm and support for career education which are essential for its continuance. We have attained a degree of consensus among career education leaders that allows us to talk about the topic in rather definitive terms. We have been able to identify at least some of the criteria appropriate for use in evaluating career education. In the few instances, where the basic criterion of career education's effectiveness in increasing student achievement have been applied, we have found generally positive results.

At this point, I find myself feeling proud of career education's past achievements, more confident than ever of the need for career education, and eager to get on with the task of evaluation. I hope that you can share some of these feelings with me.

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Appendix

Responses to a 1974 USOE Survey on the Status of Career Education

Appendix

Background

In order to assess the degree of consensus that exists concerning career education, U.S. Office of Education personnel in February 1974 prepared a draft document "An Introduction to Career Education" (see chapter 1). In addition, a "study guide" was also prepared and used as a "survey" to elicit responses indicative of agreement or disagreement with specific statements contained in the draft document. The table in this appendix represents a summary of the responses to items in the study guide.

Data Collection Methods

Copies of USOE's draft document, together with the study guide, were distributed to a wide variety of persons who represented a variety of circumstances in the fifty states. Some were given out at group meetings, some were mailed to specific individuals before their attendance at USOE conferences, and others were distributed in response to direct requests received in the Office of Education. Despite the variety of means by which individuals received these documents, certain common elements were present in all of the data.

First, no conscious attempt was made to convince an individual of the "merits" of the draft document. No written or oral arguments were presented to any respondent aimed at increasing his or her understanding of or receptivity to the document's contents. Instead, each respondent was told that this represented a "draft" document and that the Office of Education was desirous of discovering the extent to which the respondent agreed or disagreed with its contents.

Second, while all respondents were asked to identify themselves by type of position, none was required to identify himself or herself by name. Indeed the study guide emphasized that signatures of those who completed the study guide and responded with their personal views of career education were an optional matter. Third, the Office of Education made no attempt to identify members of any particular group who failed to respond to a request to complete the study guide. This also was done to make clear the voluntary nature of the assignment and the desire of the Office of Education to allow each respondent personal anonymity.

In the case of "mini-conference," "conceptualizers," and "philosopher" respondents, copies of both the draft document and the study guide were mailed before the respondent was asked to attend a USOE-sponsored conference. The respondent was asked to complete the study guide and return it to USOE before the conference. As replies were received, they were given to USOE clerical personnel for tabulation.

In the case of "state education department" respondents, nearly all were reached at a beginning exercise of a Council of Chief State School Officers-sponsored conference for state coordinators of career education in April 1974. Those attending the conference were given copies of the draft document and the study guide and asked to complete the study guide and turn it in before conclusion of the conference. A small number of replies from members of this group was collected by mail from those who were sent the documents at a later time.

Completed study guides have been received from approximately one hundred to two hundred individuals whose responses are not recorded in the table. There are two reasons why these responses have not been tallied and reported here:

(1) The Office of Education had no good way of knowing the extent to which such responses were influenced by other persons.

(2) Insufficient numbers of such respondents were found in any single category to justify separate identification and tallying of responses for that category.

Approximately one hundred of these respondents' study guides have been tabulated for the category of "other." It was not considered appropriate to report data in such a category.

The Respondents

Three groups of respondents are identified in the table: (a) mini-conference participants; (b) state department of education personnel; and (c) national leaders.

Mini-conference participants consisted of approximately 275 persons invited to attend one of twenty career education mini-conferences sponsored by USOE during the summer of 1974. Of these persons, 224 turned in usable, completed study guides.

Two basic methods were used in selecting "mini-conference participants." The majority (about 225) was selected as a result of having been nominated by their state coordinator of career education. In the spring of 1974, letters were sent by the Office of Education to each such state coordinator (identified for USOE by the Council of Chief State School Officers). These letters announced USOE's plans to host a series of mini-conferences for leading career education practitioners working somewhere within the kindergarten through twelfth grade level. Each state coordinator was asked to nominate from five to ten (depending on state population) individuals who, in the judgment of the state coordinator, were working in outstanding school career education programs and were most expert in career education. Using these nominations, coupled with personal knowledge of USOE career education staff personnel, the Office of Education selected from four to eight persons from each of the fifty states and invited them to attend one of the twenty mini-conferences. Almost without exception, those invited agreed to attend.

Because participants were selected from every state, because the quality of career education differs greatly from state to state, and because it is unlikely that in every state the person identified as the state coordinator of career education had available the kinds of hard data required to assure that only the "best" career education programs were nominated, no pretense is made that participants selected in this manner are the "most expert" local career education practitioners or that they represent the "best" career education programs in the nation. It *is* claimed here that these persons are *among* the best career education practitioners. Certainly, they are far more knowledgeable and experienced than most people currently working in career education at the K–12 level.

The second method used in selecting "mini-conference participants" was through nominations made, at USOE's request, from state education associations affiliated with the National Education Association. The NEA assumed responsibility for securing, as nominees, one practicing classroom teacher from each of the fifty states, who was identified by his or her state education association as being the kind of dynamic, innovative, and committed teacher that career education seeks. Each nominee supposedly had demonstrated such qualities through active involvement in a career education program. Without exception, USOE accepted the NEA nominees and invited each to be a "mini-conference participant."

State department of education personnel, whose responses are tallied in the table, were primarily those in attendance at the April 1974 National Conference for State Coordinators of Career Education sponsored by the Council of Chief State School Officers. Of the forty respondents in this category, 25 identified themselves as carrying the title "state coordinator of career education" (or some title with similar meaning). Remaining state department of education personnel in this category of respondents identified themselves as having prime responsibilities in such diverse fields as guidance, curriculum and supervision, and administration. Each evidenced his or her interest and concern for career education through attendance at the Dallas meeting or through volunteering to complete and return the study guide to the Office of Education upon receiving it in the mail. No attempt was made to mail copies of the study guide to all state departments of education. Those few respondents in this category who were not at the Dallas conference consisted of state department of education personnel who obtained copies of the study guide through their own initiative.

Respondents in the "national leaders" category represented persons invited to attend one of two USOE conferences held in the early summer of 1974. The first conference, informally called the "Conceptualizers Conference," consisted of persons recognized as national leaders and experts in career education. Each has written and spoken widely on the topic, and most had already formulated and published their own conceptual view and definition of career education. The second conference, informally called the "Philosophers Conference," consisted of persons with national reputations from a variety of disciplines directly related to career education. Such disciplines included counseling psychology, philosophy, sociology, anthropology, and economics. Some members of the "Philosophers Conference" were nationally known career education experts, while others were selected solely because of their expertise in a particular discipline. Of 25 persons attending one of these two conferences, completed study guides were received from seventeen.

Interpretation of the Data

Data in the accompanying table have been arranged in such a manner that they are largely self-explanatory. At the head of each column, the number of persons in the category who submitted usable study guides is indicated. Below is listed the number of persons in the category giving a "yes" (or "agree") and the number giving a "no" (or "disagree") response. By adding the "yes" and "no" responses for any particular item and subtracting the total from the number of persons reported at the head of each column, the reader can immediately determine the number of respondents who either failed to answer the item or who chose a "not sure" response.

If the word "consensus" is interpreted to mean agreement coming from something over half of a given group, it will be immediately clear to those studying the table that consensus exists on the draft document "An Introduction to Career Education." This is true for all three groups – career education practitioners, state departments of education personnel, and national career education leaders. Further, the consensus does not differ greatly either in degree or in direction among the three categories.

The apparent high degree of consensus found is probably greater than the actual degree of agreement with the total USOE draft document. That is, the study guide, by asking respondents to indicate their "agreement" or "disagreement" only with specific, finite parts of the draft document, probably produced a higher degree of consensus than might have been found had respondents been simply asked to "endorse" or "disapprove" the draft document as a whole. It is obviously easier to find agreement with specific thoughts than with an entire conceptual effort viewed in a global fashion.

Furthermore, many respondents (including many who indicated a "yes" response to a particular item) wrote in detailed suggestions for improving wording and content of the draft document. Such written comments make it clear that "agreeing" with a thought and "endorsing" it may be two quite different things. Finally, it must be noted that to find "consensus" is not necessarily to find "truth." What is "agreed to" and what is "right" may be entirely different matters.

The apparent high degree of consensus evidenced in the accompanying table convinced the U.S. Office of Education that the formal 1974 USOE career education concept paper should not differ greatly from the draft document. At the same time, a combination of written comments received and oral conversations held with respondents after they had submitted their study guides made it apparent that some revisions, primarily in the form of providing further clarification, were needed. Accordingly, the draft document was revised to some extent. The final version dated November 1974 is, like the draft document itself, titled "An Introduction to Career Education."

Responses of Educational Leaders to "An Introduction to Career Education"[1]

Question or Statement	Mini-Conferences[2] (N = 224)		State Education Departments[3] (N = 40)		National Leaders[4] (N = 17)	
	Yes	No	Yes	No	Yes	No
1. In your opinion, is it appropriate to picture career education as "a response to a call for educational reform"?	199	5	33	1	12	1
2. What is the validity of each of eleven conditions on pages 1-3 and appropriateness to use in specifying conditions leading to the career education movement?						
(1) Too many persons leaving our education system are deficient in the basic academic skills required for adaptability in today's rapidly changing society.	207	2	38	2	14	2
(2) Too many students fail to see meaningful relationships between what they are being asked to learn in school and what they will do when they leave the education system. This is true of both those who remain to graduate and those who drop out of the education system.	223		40		16	

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[1] Those members of a group who failed to answer a particular item or who responded with the answer "not sure" are not accounted for in the tabulations.

[2] Local career education practitioners who attended USOE's 1974 mini-conferences.

[3] State departments of education professional staff (includes 25 state coordinators of career education).

[4] Those attending either USOE's "Conceptualizers Conference" or its "Philosophers Conference."

Question or Statement	Mini-Conferences (N = 224)		State Education Departments (N = 40)		National Leaders (N = 17)	
	Yes	No	Yes	No	Yes	No
(3) American education, as currently structured, best meets the educational needs of that minority of persons who will someday become college graduates. It has not given equal emphasis to meeting the educational needs of that vast majority of students who will never go to college.	195	10	34	1	9	3
(4) American education has not kept pace with the rapidity of change in the post-industrial occupational society. As a result, both overeducated and undereducated workers are present in large numbers. Both the boredom of the overeducated worker and the frustration of the undereducated have contributed to the growing presence of worker alienation in the total occupational society.	185	9	34	1	6	7
(5) Too many persons leave our education system at both the secondary and collegiate levels unequipped with the vocational skills, the self-understanding, and career decision-making skills, or the desire to work that are essential for making a successful transition from school to work.	214		40		13	3
(6) The growing need for presence of women in the work force has been adequately reflected in neither the educational nor the career options typically pictured for girls enrolled in our education system.	176	12	36	1	17	
(7) The growing needs for continuing and recurrent education on the part of adults are not being adequately met by our current systems of public education.	171	16	37	3	14	1

(8) Insufficient attention has been given to learning opportunities outside the structure of formal education which exists and are increasingly needed by both youth and adults in our society.	216	2	39		14	1
(9) The general public, including parents and the business-labor-industry community, has not been given an adequate role in formulation of educational policy.	149	21	35	2	8	4
(10) American education, as currently structured, does not adequately meet the needs of minority or economically disadvantaged persons in our society.	182	14	30	2	16	
(11) Post-high school education has given insufficient emphasis to educational programs at the subbaccalaureate degree level.	178	14	33	3	7	5
3. Do you find the following definition of "work" to be appropriate, or are you not sure: "work: defined as conscious effort aimed at producing benefits for oneself or for others?"	192	9	36		6	6
4. In your opinion, how defensible is the rationale of career education – a response to the call for educational reform to a criticism or combination of criticisms that center on relationships between present education and life-styles of individuals, as cited in "An Introduction to Career Education"?	200	6	30		7	6
5. In your opinion, do you find "career" appropriately defined as the totality of work one does in his or her lifetime?	183	21	32	3	11	5
In your opinion, do you find "career education" appropriately defined as the totality of educational experiences through which one learns about work?	182	20	29	6	10	7

Question or Statement	Mini-Conferences (N = 224)		State Education Departments (N = 40)		National Leaders (N = 17)	
	Yes	No	Yes	No	Yes	No
In your opionion, do you find "education" appropriately defined as the totality of experiences through which one learns?	210	2	35		11	4
6. To what extent do you agree with each of the ten basic concepts listed as follows:						
(1) Since both one's career and one's education extend from the preschool through the retirement years, career education must also span almost the entire life cycle.	208	6	40		16	2
(2) The concept of productivity is central to the definition of work and so to the entire concept of career education.	167	17	28	2	6	10
(3) Since "work" includes unpaid activities as well as paid employment, career education's concerns, in addition to its prime emphasis on paid employment, extend to the work of the student as a learner, volunteer workers, and full-time homemakers, and to work activities in which one engages as part of leisure or recreational time.	211	3	36	1	15	1
(4) The cosmopolitan nature of today's society demands that career education embrace a multiplicity of work values, rather than a single work ethic, as a means of helping each individual answer the question "Why should I work?"	209	3	36		16	
(5) Both one's career and one's education are best viewed in a developmental, rather than a fragmented, sense.	219	1	40		18	

(6) Career education is for all persons – the young and the old, the mentally handicapped and the intellectually gifted, the poor and the wealthy, males and females, and students in elementary schools and in graduate colleges.	221		39	1	17	
(7) The societal objectives of career education are to help all individuals (a) want to work, (b) acquire the skills necessary for work in these times, and (c) engage in work that is satisfying to the individual and beneficial to society.	197	13	38	1	7	6
(8) The individualistic goals of career education are to make work (a) possible, (b) meaningful, and (c) satisfying for each individual throughout his or her lifetime.	215	3	33		11	1
(9) Protection of the individual's freedom to choose and assistance in making and implementing career decisions are of central concern to career education.	215	2	40		15	2
(10) The expertise required for implementing career education is to be found in many parts of society and is not limited to those employed in formal education.	218	1	40		15	

7. In your opinion, to what extent is each of the following 25 programmatic assumptions of career education *valid*?

(1) If students can see clear relationships between what they are being asked to learn in school and the world of work, they will be motivated to learn more in school.	193	9	34	1	11	1
(2) There exists no single learning strategy that can be said to be best for all students. Some students will learn best by reading out of books, for example, and others will learn best by combining reading with other kinds of learning activities.	219	4	39	1	17	

Question or Statement	Mini-Conferences (N = 224)		State Education Departments (N = 40)		National Leaders (N = 17)	
	Yes	No	Yes	No	Yes	No
(3) Basic academic skills, a personally meaningful set of work values, and good work habits represent adaptability tools needed by all persons who choose to work in today's rapidly changing occupational society.	206	5	38		15	1
(4) Increasingly, entry into today's occupational society demands the possession of a specific set of vocational skills on the part of those who seek employment. Unskilled labor is less and less in demand.	188	14	30	2	8	4
(5) Career development, as part of human development, begins in the preschool years and continues into the retirement years. Its maturational patterns differ from individual to individual.	217		37	1	16	
(6) Work values, a part of one's personal value system, are developed, to a significant degree, during the elementary school years and are modifiable during those years.	202	9	36	2	12	1
(7) Specific occupational choices represent only one of a number of kinds of choices involved in career development. They can be expected to increase in realism as one moves from childhood into adulthood and, to some degree, to be modifiable during most of one's adult years.	216	1	38			
(8) Occupational decision making is accomplished through the dynamic interaction of limiting and enhancing factors both within the individual and in his present and proposed						

environment. It is not in any sense something that can be viewed as a simple matching of individuals with jobs.	217	2	40		17	
(9) Occupational stereotyping currently acts to hinder full freedom of occupational choice both for females and for minority persons. These restrictions can be reduced to some extent through programmatic intervention strategies begun in the early childhood years.	200	3	40		16	
(10) Parent socioeconomic status acts as a limitation on occupational choices considered by children. This limitation can be reduced, to a degree, by program intervention strategies begun in the early years.	199	3	40		13	2
(11) A positive relationship exists between education and occupational competence, but the optimum amount and kind of education required as preparation for work varies greatly from occupation to occupation.	204	7	39	1	15	2
(12) The same general strategies used in reducing worker alienation in industry can be used to reduce worker alienation among pupils and teachers in the classroom.	112	12	23	1	15	2
(13) While some persons will find themselves able to meet their human needs for accomplishment through work in their place of paid employment, others will find it necessary to meet this need through work in which they engage during their leisure time.	209	4	40		16	1
(14) Career decision-making skills, job hunting skills, and job getting skills can be taught to and learned by almost all persons. Such skills, once learned, can be effectively used by individuals in enhancing their career development.	213	3	37		14	

Question or Statement	Mini-Conferences (N = 224)		State Education Departments (N = 40)		National Leaders (N = 17)	
	Yes	No	Yes	No	Yes	No
(15) Excessive deprivation in any given aspect of human growth and development can lead to retardation of career development. Such deprivation will require special variations in career development programs for persons suffering such deprivation.	206	1	37		14	
(16) An effective means of helping individuals discover both who they are (in a self-concept sense) and why they are (in a personal awareness sense) is through helping them discover their accomplishments that can come from the work they do.	186	3	35	2	12	1
(17) Parental attitudes toward work and toward education act as powerful influences on the career development of their children. Such parental attitudes are modifiable through programmatic intervention strategies.	178	5	36		14	1
(18) The processes of occupational decision making and occupational preparation can be expected to be repeated more than once for most adults in today's society.	210	1	39	1	14	
(19) In choosing an occupation, one is in effect choosing a life-style.	181	15	29	3	8	2
(20) Relationships between education and work can be made more meaningful to students through infusion into subject matter than if taught as a separate body of knowledge.	214	1	40		11	

(21) Education and work can increasingly be expected to be interwoven at various times in the lives of most individuals, rather than occurring in a single sequential pattern.	215		38		15	
(22) Decisions individuals make about the work that they do are considerably broader and more encompassing in nature than are decisions made regarding the occupations in which they are employed.	133	3	33	1	12	
(23) Good work habits and positive attitudes toward work can be effectively taught to most individuals. Assimilation of such knowledge is most effective if begun in the early childhood years.	197	1	36	2	12	1
(24) The basis on which work can become a personally meaningful part of one's life will vary greatly from individual to individual. No single approach can be expected to meet with universal success.	219		39	1	17	
(25) While economic return can be expected almost always to be a significant factor in decisions individuals make about occupations, it may not be a significant factor in many decisions individuals make about their total pattern of work.	201	3	37	1	14	1
8. In your opinion, how justified is the contention that while much more research is obviously needed, it seems safe to say that we know enough now to justify the organization and implementation of comprehensive career education programs?	211	1	35	1	14	1
9. In your opinion, how justified is the assertion that, to the greatest possible extent, initiation of career education programs						

Question or Statement	Mini-Conferences (N = 224)		State Education Departments (N = 40)		National Leaders (N = 17)	
	Yes	No	Yes	No	Yes	No
should be undertaken using existing personnel and existing physical facilities?	203	6	35		15	2
10. (A) In your opinion, how appropriate is each of the tasks and how appropriate is each task assignment listed as follows:						
(A-1) All classroom teachers will devise or locate methods and materials designed to help pupils understand and appreciate the career implications of the subject matter being taught. Appropriateness of Task:	210	7	40		14	1
(A-1) Appropriateness of Task Assignment:	166	18	38		12	
(A-2) All classroom teachers will use career-oriented methods materials in the instructional program, where appropriate, as one means of educational motivation. Appropriateness of Task:	219	2	40		16	1
(A-2) Appropriateness of Task Assignment:	209	2	40		15	
(A-3) All classroom teachers will help pupils acquire and use good work habits.	214	2	40		17	
(A-3) Appropriateness of Task Assignment:	205	1	38	1	15	
(A-4) All classroom teachers will help pupils develop, clarify, and assimilate personally meaningful sets of work values.	216	2	37		13	2

(A-4) Appropriateness of Task Assignment:	198	2	38		11	
(A-5) All classroom teachers will integrate, to the fullest extent possible, the programmatic assumptions of career education into their instructional activities and teacher-pupil relationships. Appropriateness of Task:	212	2	40		15	
(A-5) Appropriateness of Task Assignment:	198	3	39	1	13	
10. (B–F) In addition to (A) above, some teachers will be charged with:						
(B-1) Providing students with specific vocational competencies at a level that will enable students to gain entry into the occupational society. Appropriateness of Task:	220		40		16	
(B-1) Appropriateness of Task Assignment:	196	2	40		16	
(B-2) In addition, some teachers will be charged with helping students acquire job seeking and job getting skills. Appropriateness of Task:	221		40		1	
(B-2) Appropriateness of Task Assignment:	202	1	40		16	1
(B-3) In addition, some teachers will be charged with participating in the job-placement process. Appropriateness of Task:	205	1	40		17	
(B-3) Appropriateness of Task Assignment:	158	8	39	1	14	2
(B-4) In addition, some teachers will be charged with helping students acquire decision-making skills. Appropriateness of Task:	230	1	40		17	
(B-4) Appropriateness of Task Assignment:	202	2	38	2	14	3

Question or Statement	Mini-Conferences (N = 224)		State Education Departments (N = 40)		National Leaders (N = 17)	
	Yes	No	Yes	No	Yes	No
(C-1) The business-labor-industry community will provide observational, work experience, and work study opportunities for students *and* for those who educate students (teachers, counselors, and school administrators). Appropriateness of Task:	222	1	40		16	1
(C-1) Appropriateness of Task Assignment:	202	3	38		15	1
(C-2) The business-labor-industry community will serve as career development resource personnel for teachers, counselors, and students. Appropriateness of Task:	221	1	40		16	1
(C-2) Appropriateness of Task Assignment:	208	2	39		15	1
(C-3) The business-labor-industry community will participate in part- and full-time job-placement programs. Appropriateness of Task:	216	2	40		17	
(C-3) Appropriateness of Task Assignment:	197	2	40		17	
(C-4) The business-labor-industry community will participate actively and positively in programs designed to lead to reduction in worker alienation. Appropriateness of Task:	210	1	39	1	14	
(C-4) Appropriateness of Task Assignment:	190	3	36	1	14	
(C-5) The business-labor-industry community will participate in career education policy formulation. Appropriateness of Task:	214		39		15	

(C-5) Appropriateness of Task Assignment:	196		36	1	15	
(D-1) Counseling and guidance personnel will help teachers implement career education in the classroom. Appropriateness of Task:	209	5	40		16	1
(D-1) Appropriateness of Task Assignment:	186	4	38		16	1
(D-2) Counseling and guidance personnel will serve, usually with other educational personnel, as liaison contacts between the school and the business-labor-industry community. Appropriateness of Task:	211	1	40		17	
(D-2) Appropriateness of Task Assignment:	192	2	40		13	1
(D-3) Counseling and guidance personnel will serve, usually with other educational personnel, in implementing career education concepts within the home and family structure. Appropriateness of Task:	196	5	37	1	13	3
(D-3) Appropriateness of Task Assignment:	167	3	37	1	12	3
(D-4) Counseling and guidance personnel will help students in the total career development process, including the making and implementation of career decisions. Appropriateness of Task:	218	1	38		17	
(D-4) Appropriateness of Task Assignment:	202	1	37		15	1
(D-5) Counseling and guidance personnel will participate in part- and full-time job placement programs and in follow-up studies of former students. Appropriateness of Task:	216		39		17	
(D-5) Appropriateness of Task Assignment:	190	1	39		14	1

Question or Statement	Mini-Conferences (N = 224)		State Education Departments (N = 40)		National Leaders (N = 17)	
	Yes	No	Yes	No	Yes	No
(E-1) The home and family members where pupils reside will help pupils acquire and practice good work habits. Appropriateness of Task:	216		38	2	14	
(E-1) Appropriateness of Task Assignment:	185		36	1	12	1
(E-2) The home and family members where pupils reside will emphasize development of positive work values and attitudes toward work. Appropriateness of Task:	216	1	37	2	12	
(E-2) Appropriateness of Task Assignment:	186	5	36	1	10	1
(E-3) The home and family members where pupils reside will maximize, to the fullest extent possible, career development options and opportunities for themselves and for their children. Appropriateness of Task:	215		39	1	14	
(E-3) Appropriateness of Task Assignment:	186	3	38		12	1
(F-1) Educational administrators and school boards will emphasize career education as a priority goal. Appropriateness of Task:	220		39		13	
(F-1) Appropriateness of Task Assignment:	203	1	39		13	
(F-2) Educational administrators and school boards will provide leadership and direction to the career education program. Appropriateness of Task:	219		40		14	1
(F-2) Appropriateness of Task Assignment:	179	2	39		14	1

(F-3) Educational administrators and school boards will involve the widest possible community participation in career education policy decision making. Appropriateness of Task:	216		39		17	
(F-3) Appropriateness of Task Assignment:	200	1	39		15	1
(F-4) Educational administrators and school boards will provide the time, materials, and finances required for implementing the career education program. Appropriateness of Task:	218	1	38	1	16	
(F-4) Appropriateness of Task Assignment:	199	1	37	1	14	
(F-5) Educational administrators and school boards will initiate curriculum revision designed to integrate academic, general, and vocational education into an expanded set of educational opportunities available to all students. Appropriateness of Task:	217		40		15	1
(F-5) Appropriateness of Task Assignment:	205	2	40		14	1
11. The "initial implementation needs" that follow are obviously crucial in that they form a basis for requesting career education funds. In your opinion, should the following categories have been added to the list of initial implementation needs?						
A. Direct subsidies to the business-labor-industry community.	50	98	6	20	4	11
B. Direct subsidies to persons in the form of educational vouchers.	63	78	9	19	4	7

12. In your opinion, how should the following categories of need by ranked in terms of (a) the importance of need for federal

Question or Statement	Mini-Conferences (N = 224)		State Education Departments (N = 40)		National Leaders (N = 17)	
	Yes	No	Yes	No	Yes	No
funding, and (b) the relative amount of federal funds we should be requesting? (Use "1" for top rank.)[1]						
13. In your opinion, are there other "initial implementation needs" that should be added to the list on ages sixteen to eighteen? (Yes, no, or not sure? If "yes," please list such needs on the back of this sheet.)[2]						
14. To what extent do you agree with the priority choices given as tentative examples that follow?						
(1) In-service education needs of currently employed educational personnel should take precedence over efforts to change preservice personnel programs.	198	16	38		10	4
(2) Efforts at the elementary and secondary school levels should take precedence over efforts at the post-secondary school level.	205	10	36		11	4
(3) Efforts aimed at educational administrators should take precedence over efforts aimed at instructional and guidance personnel.	95	98	25	5	10	5
(4) Efforts aimed at instructional and guidance personnel should receive equal emphasis.	178	27	31	3	10	5
(5) Efforts aimed at implementing career education in all school systems should take precedence over supporting further massive demonstration efforts.	181	14	33	1	13	1

(6) Efforts aimed at implementing career education and at supporting further basic research in career education should receive equal emphasis.	107	76	20	14	8	6
15. In your opinion, how appropriate for use in evaluation of career education is each of the learner outcomes listed below:						
(1) Competence in the basic academic skills required for adaptability in our rapidly changing society.	216	5	40		17	
(2) Equipped with good work habits.	220		38	1	12	
(3) Capable of choosing and who have chosen a personally meaningful set of work values that lead them to possess a desire to work.	210	1	31	2	10	2
(4) Equipped with career decision-making skills, job hunting skills, and job getting skills.	220	2	36		15	2
(5) Equipped with vocational skills at a level that will allow them to gain entry into and attain a degree of success in the occupational society.	196	4	36	1	15	1
(6) Equipped with career decisions that they have made based on the widest possible set of data concerning themselves and their educational-vocational opportunities.	219		39		15	1
(7) Aware of means available to them for continuing and recurrent education once they have left the formal system of schooling.	220		39		17	

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[1] This rank ordering did not lend itself to presentation in this format.

[2] These listings did not lend themselves to presentation in this format.

Question or Statement	Mini-Conferences (N = 224)		State Education Departments (N = 40)		National Leaders (N = 17)	
	Yes	No	Yes	No	Yes	No
(8) Successful in being placed in a paid occupation, in further education, or in a vocation that is consistent with their current career education.	210	1	39		12	
(9) Successful in incorporating work values into their total personal value structure in such a way that they are able to choose what for them is a desirable life-style.	212		37		15	
16. To what extent do you agree with the position that not all students should be equipped with a marketable job skill by the time they leave the secondary school?	146	49	30	4	9	4
17. To what extent do you agree with the viewpoint that the call for educational reform cannot be answered simply through initial implementation of career education programs – rather, that it will require major basic educational policy changes?	188	7	31		15	1
18. To what extent do you agree that each of the fourteen following major educational policy changes should be championed by career education?						
(1) Substantial increases in the quantity, quality, and variety of vocational education offerings at the secondary level and of occupational education offerings at the post-secondary school level.	181	7	38		12	3
(2). Increases in the number and variety of educational course options available to students, with a deemphasis on the presence of clearly differentiated college prepa-						

ratory, general education, and vocational education curriculums at the secondary school level.	194	11	38	14	1
(3) The installation of performance evaluation, as an alternative to the strict time requirements imposed by the traditional Carnegie unit, as a means of assessing and certifying educational accomplishment.	201	2	39	13	1
(4) The installation of systems for granting educational credit for learning that takes place outside the walls of the school.	218	1	40	13	2
(5) Increasing use of noncertificated personnel from the business-labor-industry community as educational resource persons in the education system's total instructional program.	210		38	15	2
(6) The creation of an open-entry/open-exit education system that allows students to combine schooling with work in ways that fit their needs and their educational motivations.	214		39	17	
(7) Substantial increases in programs of adult and recurrent education as a responsibility of the public school education system.	197	6	37	14	1
(8) Creation of the year-round public school system that provides multiple points during any twelve-month period in which students will leave the education system.	158	11	31	13	
(9) Major overhaul of teacher education programs and graduate programs in education aimed at incorporating the career education concepts, skills, and methodologies.	216	3	37	16	1

Question or Statement	Mini-Conferences (N = 224)		State Education Departments (N = 40)		National Leaders (N = 17)	
	Yes	No	Yes	No	Yes	No
(10) Substantial increases in the career guidance, counseling, placement, and follow-up functions as parts of American education.	214		38		17	
(11) Substantial increases in program and schedule flexibility that allow classroom teachers, at all levels, greater autonomy and freedom to choose educational strategies and devise methods and materials they determine to be effective in increasing pupil achievement.	185	12	38	1	15	
(12) Increased use of educational technology for gathering, processing, and disseminating knowledge required in the teaching-learning process.	201	1	38		12	
(13) Increases in participation in educational policy making on the part of students, teachers, parents, and members of the business-labor-industry community.	195	5	37		16	
(14) Increases in participation, on the part of formal education, in comprehensive community educational and human services efforts.	203	2	36		14	
19. To what extent do you agree with each of the following statements:						
(1) Initial implementation of career education will be relatively inexpensive.	137	56	20	11	13	3
(2) Long-run educational reform will be very expensive.	149	29	25	9	9	4

(3) Career education is dedicated to avoiding creation of a dual school system.	207	4	37	2	11	
(4) The days of educational isolationism are past. Collaboration is needed.	223		38		16	
(5) If the goals of career education are attained, the term "career education" should disappear.	181	10	26	3	12	1

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Dr. Kenneth B. Hoyt

Career Education

It is safe to say that no one can truly understand the meaning and implications of career education unless he or she has been liberally exposed to the thoughts of Kenneth B. Hoyt.

Dr. Hoyt has been associated with the career education movement since long before it received its name. He began writing and speaking about the importance of making education more responsive to the career development needs of students during the decade of the 1950s.

For this volume, Dr. Hoyt was asked to select the materials which provide the best overview of his approaches to the concepts, institutions, practices, and beneficiaries of the career education movement. Some of the papers in this book have been published before, but they have never been gathered together in a single statement designed to provide a full understanding of both the development and the current status of career education's basic concepts.

Kenneth B. Hoyt is Associate Commissioner of Education for Career Education in the U.S. Office of Education. He has served as professor of education at the University of Maryland and the University of Iowa, where he was also head of the Division of Counselor Education. He is an active member of numerous personnel guidance and educational associations, and he is a popular speaker at group meetings and conventions. Dr. Hoyt has published over one hundred books, monographs, and articles. He is the only individual to have received both the Distinguished Service Award from the Association on Counselor Education and Supervision and the Distinguished Service Award from the American Vocational Association.